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ABSTRACT

The activities of the Canadian Awareness Project involved the development and analysis of an assessment of general knowledge and understanding of Canadian history, geography and citizenship as demonstrated by a sample of elementary, junior and senior high school students in provincially-funded schools. Included in this report are the phases outlining the project's activities, and results of the study. The six phases are: (1) initiation of the project, development of the terms of reference, and selection of the Advisory Technical Committees; (2) development and revisions of the content outlines in the three subject areas; (3) sequence of events involving item generation, development of an item pool, and selection of items for field tests; (4) field testing, scoring and analysis of field test items, deletion/revision of items and selection of final test items; (5) preparation of test booklets, printing, collating, distribution, administration of tests, processing of returns, scoring and analyzing final test results; and (6) tabulation and interpretation of results. (Author/GK)

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CANADIAN AWARENESS PROJECT REPORT

JUNE, 1981

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Alberta

Minister's Advisory Committee for the Canadian Awareness Project

THE CANADIAN AWARENESS PROJECT

A Report of the Minister's Advisory Committee
for the Canadian Awareness Project

Funded and Administered Through the Planning and
Research Branch, Alberta Education

June, 1981

With pleasure, we the undersigned, at Edmonton, Alberta, this twenty-seventh day of May, 1981, present to the Honorable David King, Minister of Education, the enclosed report, entitled "The Canadian Awareness Project."

We declare to the best of our ability and knowledge, the report meets the terms of reference as defined by your Ministerial Order dated May 12, 1980.

William J. Bagnall

Jamesie Bower

George Bevan

Ronald G. Dahl

Robert David

Melvin R. Fenske

Stanley Grywalski

Peter G. Horcica

Valerie Johnson

Colin Thomson

Doreen Wambeke

Joyce Westerlund

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- THE CANADIAN AWARENESS PROJECT -

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Stanley Grywalski (Chairman), Conference of Alberta School Superintendents, Camrose

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C. Douglas Ledgerwood, Associate Director, Curriculum Branch, Alberta Education (left in June, 1980)

Frank Crowther, Associate Director, Curriculum Branch, Alberta Education (served from August, 1980)

ACKNOWLEDGEMENTS

The Minister's Advisory Committee for the Canadian Awareness Project acknowledges the efforts and willing cooperation of the many people who contributed to this project. Thanks go to the many teachers who met during the summer and fall of 1980 in a number of centres in the province in order to develop the first drafts of test items. Gratitude is extended to those students and teachers in Alberta who so willingly gave of their time to participate in the field test trials and in the final test administration. We also wish to give special recognition for the valuable contribution of members of the Technical Committee, consultants of the Planning and Research Branch, the project staff and the clerical staff for successfully carrying out their assignments in order to meet the rather severe constraints of time established for completion of the project.

Thanks and appreciation are extended to all of those who contributed their energy and talents so freely in order to bring the project to a conclusion under the terms set by the Minister of Education.

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CHAPTER 1

INTRODUCTION AND OVERVIEW OF PROJECT ACTIVITIES

Origin of the Study

Speaking in the Alberta Legislative Assembly on April 10, 1980, the Honourable David King, Minister of Education, announced that a sample of Alberta students would be tested on their "knowledge about Canadian History, Geography and Citizenship." A Ministerial Order was drawn up and formally approved in order to launch the project officially and to authorize the formation of a Minister's Advisory Committee and a Technical Committee, with responsibility for carrying out the Minister's mandate under the terms of reference set out in the Ministerial Order.

Purpose of the Study

In his opening remarks to the Legislative Assembly on April 10, 1980, the Minister made reference to the statement of Goals of Schooling and of Education which had been adopted in May, 1978. He also cited the Alberta Heritage Learning Resources Project and commented that these developments were "notable in that they directed Albertans' minds toward the purpose of education and toward the means of achieving that purpose." A further comment in the Minister's statement served to illustrate the purpose of the Canadian Awareness Project:

> Today, Albertans are increasingly aware that knowledge begins with knowledge of ourselves. To understand others, which is increasingly important in our world, we need to understand our own origins.

Mr. King indicated that the test(s) would "not be based on current curriculum or instruction." He stated, "It is intended as a pre-instructional test and it is expected to assist in assessing appropriate instruction and content, for the future."

Ministerial Order Establishing the Project and Formation of a Minister's Advisory Committee

The Ministerial Order, dated May 12, 1980, made provision for appointment of a Minister's Advisory Committee for the Canadian Awareness Project. The Advisory Committee was charged with overseeing "the development and analysis of an assessment of general knowledge and understanding of Canadian (including specifically Albertan) history, geography and citizenship as demonstrated by a sample of elementary, junior

and senior high school students in provincially funded schools, and ...[advising] the Minister of the results of this assessment."

Appointments to the Advisory Committee were made by the Minister according to the following formula:

1. One person drawn from each of: the Alberta Chamber of Commerce, the Alberta Federation of Home and School Associations, the Alberta Federation of Labor, the Alberta School Trustees' Association, the Conference of Alberta School Superintendents and the Alberta Teachers' Association.

2. One person drawn from an Alberta University faculty.

3. Three citizens-at-large who are interested and knowledgeable in the topics under review, but not representing any of the organizations listed above.

4. The Director of the Curriculum Branch of Alberta Education.

Dr. Stanley Gryzalski was appointed chairman of the Committee. The membership of the Minister's Advisory Committee appears in the introductory section of this report.

The Ministerial Order of May 12, 1980 also established that there would be a Technical Committee charged with test development and administration, conduct of the study and preparation of the final report--all under the general direction of the Minister's Advisory Committee.

Design and Conduct of the Project

1. Commencement

The Technical Committee held its first planning session on May 14, 1980 and the Minister's Advisory Committee met for the first time on June 3, 1980. Beginning in the latter part of June, teams of teachers worked in five centres (Grande Prairie, Sherwood Park, Calgary, Lethbridge, and Medicine Hat) generating raw test items which could be used in preparing the test papers. Because the original announcement by the Minister set September, 1980 as the date for administering the tests to a sample of students in Alberta, the time frame was extremely short. In order to conform to the restricted time lines, it was decided to proceed with item development and policy formulation concurrently. This resulted in frequent revisions of test components as the work proceeded. However, some time was gained and a large pool of test items was produced in original draft form.

2. Developing the Blueprint (Table of Specifications)

The Ministerial Order indicated that a test blueprint was to be developed. It was an early decision of the Advisory Committee that the blueprint should be prepared in considerable detail for each of the areas

of Canadian History, Geography and Citizenship. The procedure agreed upon was to develop test items for each major category contained within the blueprint and, insofar as feasible, for the list of sub-topics within each category contained within the blueprint.

3. The Time Frame

A recommendation was made to the Minister by the Advisory Committee that the time frame for the project be extended in view of the wide-ranging set of tasks to be accomplished and due to the extensive nature of the work undertaken by the Advisory Committee. Several requests for extension were made, and subsequently, additional time was granted. However, at a meeting with the Advisory Committee on October 10, the Minister stated that he expected to have final testing of students completed by the end of February, 1981 and the final report submitted to him by May 31, 1981.

4. Item-Banking by Computer

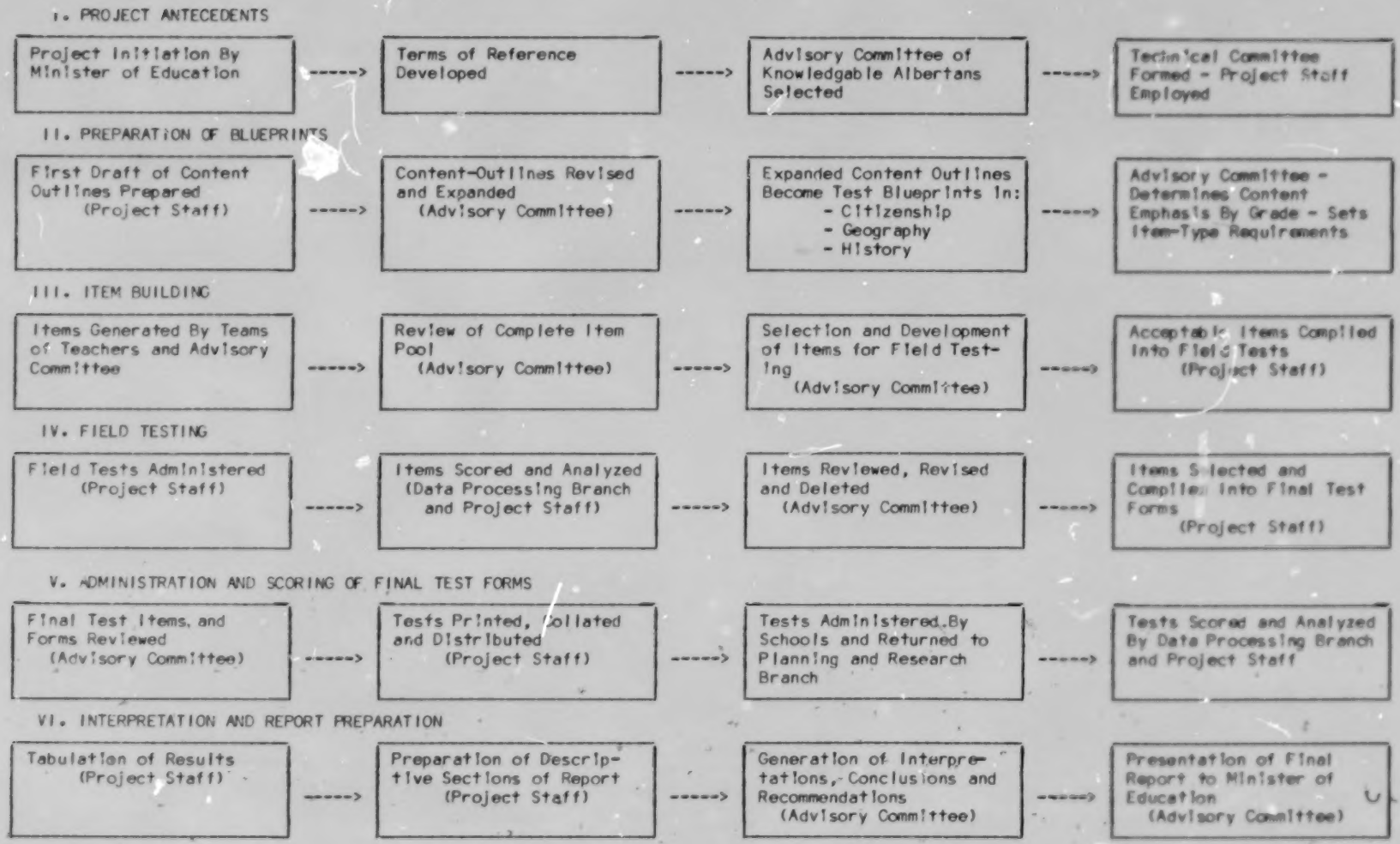
The Advisory Committee assumed the responsibility for carrying out tasks related to item development, revisions, test preparation and general conduct of the study. This work was to be accomplished with the assistance of the Technical Committee and a project staff comprised of qualified teachers and several clerical assistants. The large number of items generated in order to cover the content in the categories and sub-topics in the topical lists in the Blueprint presented a challenge because of the sheer magnitude of the task. Fortunately, in July, 1980, arrangements were made with Mr. R. Erhardt, Director of Instruction at the Southern Alberta Institute of Technology, to make use of their (existing) computerized program for handling and processing banks of test items.

5. Summary and Overview of Project Procedures

Summary descriptions of the six phases outlining the activities associated with the Canadian Awareness Project are presented in Figure 1. Phase I represents the activities which preceded the involvement of the Advisory Committee; namely, the decision by the Minister of Education to initiate the project, development of the terms of reference, selection of the members of the Advisory Committee and the Technical Committee, and the employment of staff. Phase 2 shows the development, with successive revisions, of the content outlines in the three subject areas (the Test Blueprints). Phase 3 shows the sequence of events involving the generation of items, development of an item pool and the selection of items for the field tests. Phase 4 focusses on field testing, scoring and analysis of field-test items, deletion/revision of items and selection of items for final tests. Phase 5 represents the preparation of test booklets, printing, collating, distribution, administration of tests, processing of returns, scoring and analyzing the final test results.

Figure 1

The Canadian Awareness Project Testing Program Flowchart


I. PROJECT ANTECEDENTS
Project Initiation By Minister of Education
Terms of Reference Developed
Advisory Committee of Knowledgable Albertans Selected
Technical Committee Formed - Project Staff Employed
II. PREPARATION OF BLUEPRINTS
First Draft of Content Outlines Prepared (Project Staff)
Content-Outlines Revised and Expanded (Advisory Committee)
Expanded Content Outlines Become Test Blueprints In: - Citizenship - Geography - History
Advisory Committee - Determines Content Emphasis By Grade - Sets Item-Type Requirements
III. ITEM BUILDING
Items Generated By Teams of Teachers and Advisory Committee
Review of Complete Item Pool (Advisory Committee)
Selection and Development of Items for Field Testing (Advisory Committee)
Acceptable Items Compiled Into Field Tests (Project Staff)
IV. FIELD TESTING
Field Tests Administered (Project Staff)
Items Scored and Analyzed (Data Processing Branch and Project Staff)
Items Reviewed, Revised and Deleted (Advisory Committee)
Items Selected and Compiled Into Final Test Forms (Project Staff)
V. ADMINISTRATION AND SCORING OF FINAL TEST FORMS
Final Test Items and Forms Reviewed (Advisory Committee)
Tests Printed, Collated and Distributed (Project Staff)
Tests Administered By Schools and Returned to Planning and Research Branch
Tests Scored and Analyzed By Data Processing Branch and Project Staff
VI. INTERPRETATION AND REPORT PREPARATION
Tabulation of Results (Project Staff)
Preparation of Descriptive Sections of Report (Project Staff)
Generation of Interpretations, Conclusions and Recommendations (Advisory Committee)
Presentation of Final Report to Minister of Education (Advisory Committee)

Phase 6 depicts the tabulation and interpretation of results, preparation and drafting of the final report, Advisory Committee's review and recommendations, and the presentation of the final report to the Minister of Education.

CHAPTER 2

DEVELOPMENT OF THE CANADIAN AWARENESS PROJECT TESTS

The development of the Canadian Awareness tests proceeded through several clearly distinguishable phases which have been illustrated and discussed in Chapter 1.

The flow chart in Figure 2 indicates the time lines which were assigned to phases two to five of the project.

Phase 2: Preparation of Test Blueprints

The Minister's Advisory Committee for the Canadian Awareness Project was charged with the overall responsibility for:

> ...the development and analysis of an assessment of general knowledge and understanding of Canadian ... history, geography and citizenship demonstrated by a sample of elementary, junior and senior high school students.

Two problems which initially faced the Advisory Committee involved the selection of grade levels to be tested and the delineation of the content areas. Grades 6, 9 and 12 were selected for this study since they represent the terminal points for the elementary, junior high and senior high school levels. Outlining the content areas for the tests occupied much of the Committee's time in the early stages. Working from the content outlines prepared by the project staff, the Advisory Committee reviewed, revised and expanded the outlines to form the test blueprints. The Committee also decided upon the kinds of test questions to be used (multiple choice, matching, completion and written-response), as well as the approximate proportions of each kind.

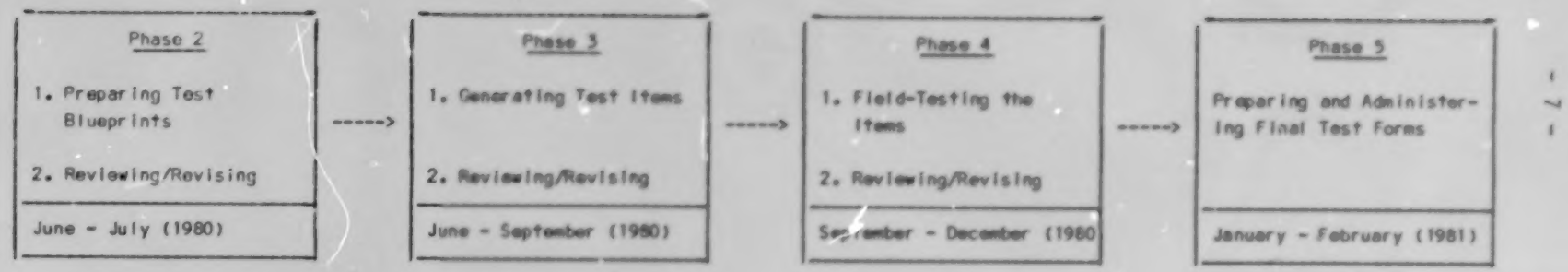
It was understood that the tests would be designed to test students' knowledge of Canadian history, geography and citizenship but <u>not</u> attitudes, opinions or communication skills.

Phase 3: Generation of Test Items

The teachers employed for this purpose were provided with the test blueprints and were instructed to build items in all of the content areas.

Figure 2

Phases in the Development of Canadian Awareness Project Tests



This process resulted in approximately 6,000 items being generated at the three grade levels in the areas of Canadian history, geography and citizenship. After a preliminary screening by the project staff, 5,500 test items were coded and entered into the SAIT computer. An inventory of these items by grade and content area appears in Table 1.

Table 1

Development and Retention of Test Items

Area	Grade	Number of Items		
		Entered in SAIT Bank	Field-Tested	Selected for Final Test Forms
Citizenship	6	434	129	126
	9	376	181	145
	12	473	212	134
TOTAL		1,283	522	405
Geography	6	971	298	213
	9	483	193	175
	12	344	136	123
TOTAL		1,798	627	511
History	6	710	226	110
	9	907	401	195
	12	807	349	181
TOTAL		2,424	976	486
GRAND TOTAL		5,505	2,125	1,402

Phase 4: Field-Testing the Items

To determine their suitability for inclusion in the field-tests, the items entered in the computer were thoroughly reviewed by the Advisory Committee. Particular attention was directed to the following:

- appropriateness to grade levels;
- suitability of item-type to content;
- adequate coverage of content;
- accuracy of information.

Numerous meetings were held by the Advisory Committee for successive reviews, revisions and the development of test questions. Many of the original items were rejected (Table 1), some were extensively revised and new items were added. Of the 5,500 items which had been entered into the computer, the Advisory Committee selected 2,125 for field testing. These items were compiled into 101 field test booklets according to grade levels, item-types and content areas. A detailed listing of the numbers and types of items found in each test appears in Appendix II (Table 1).

Fifty-eight schools, from both rural and urban jurisdictions, were randomly selected for the field trials (Table 2). Over 1,000 students responded to the field tests in each of grades 6, 9 and 12.

Table 2

Numbers of Schools and Students Selected for the Field Trials of the Canadian Awareness Tests

Grade	Number of Students	Number of Schools
6	1,055	22
9	1,090	14
12	1,380	22
Totals	3,525	58

Phase 5: Preparation and Administration of Final Tests

Field tests were processed, scored and analyzed and the results were then submitted to the Advisory Committee for study and review. The recommendations of the Advisory Committee were incorporated in the preparation of the final tests by the project staff. Drafts of the final tests were prepared and presented to the Advisory Committee for a final editing and revising of test questions.

Table 1 (Appendix II) shows the distribution of test items according to content categories. Approximately 30 per cent of the questions were on citizenship; about 35 per cent on geography; and 35 per cent on history. Proportions of item types were as follows: multiple choice, slightly more than 50 per cent; matching, 23 per cent; completion, 18 per cent; and written-response, less than 5 per cent.

Sampling of Schools

Schools were selected through a stratified random sampling procedure warranting the assumption that the schools in the sample were representative of elementary, junior high and senior high school populations in Alberta. Two stratifying variables were used in drawing the sample at the elementary school level, i.e., grade 6 enrolment and the type of school system (large urban, small urban, counties and divisions, independent districts and private).

At the junior and senior high school levels, enrolments in grades 9 and 12 respectively were used as the stratifying variables in drawing the sample.

The number of schools in each sample, the number of students and the percentage of population are shown below:

Final Testing Sample

Grade	Number of Schools	Number of Students	Percentage of Population
6	110	3,557	11.1
9	90	3,529	11.1
12	32	3,838	12.5
Totals	232	10,924	

Scoring and Analysis of Final Tests

Different techniques of scoring and analyzing the tests were used with the different item types. All multiple choice and matching items were machine scored and analyzed by the Data Processing Branch of Alberta Education. Because the completion and written-response items required hand scoring, a team of certificated teachers was assembled for this task. Criteria for the scoring of the written response items were developed by the Technical Committee and project staff.

Summary

The Minister's Advisory Committee assumed a major role in the test development process throughout the four phases of the development of the Canadian Awareness Tests. In addition to its decision-making responsibilities, the Committee engaged itself in the "hands-on" work associated with item development, including the revision, deletion, selection and construction of the test items. The Technical Committee provided advice on selecting samples of schools and preparing the matrix sampling procedures in administering the final test forms and also suggested procedures for scoring and analyzing the written-response questions.

CHAPTER III

RESULTS

Reporting procedures generally follow the content area outlines by grade. No attempt is made at this point to place any value judgement on the results. Comments are made for the purposes of highlighting or explaining significant responses. Student performance on written response items is reported separately and is not represented on any of the graphs or tables.

Information in this chapter follows the order outlined below:

1. Graphs representing distribution of results of objective items by content area and grade.

These graphs are accompanied by the mean, median and range. The mean represents the average percentage of students who answered correctly, the median is the mid-point of the distribution of averages and the range is the interval bounded by the lowest and highest group averages. The graphs indicate the results for each content category as represented by group averages and provide a complete visual presentation of student responses by item.

2. Graphs representing average performances on individual content modules for each content area by grade.

These graphs provide a visual expansion of the information included in section 1. The patterns of successful responses (average percentage of students with correct answers) for each content module can be examined and strengths and weaknesses readily identified.

3. Detailed reporting by content area.

The three content areas are divided into appropriate content modules according to the outline. For each content module a table is provided giving the average per cent of students with correct responses by grade for the various concepts included in the module. Some concepts do not have items at each grade level and this is indicated by a short dash in the table. Following the table, results for each content module are analyzed by grade. These include the range, median, items least frequently correct, items most frequently correct and comments on significant performances. The results for the multiple-choice, matching and completion items are followed by a detailed report for each written response item in the content area. This basic reporting procedure is followed for all content areas starting with citizenship and then proceeding to geography and history.

4. Written response results on all level items are compared in the tables at the end of the section.

Overall Achievement by Content Area For Each Grade

What percentages of the sample of Alberta students in grades 6, 9 and 12 answered correctly the questions administered in each content area, i.e., in citizenship, geography and history? To answer this question, the percentages of students tested who responded correctly to each item were averaged over all the items in each content area. The global results for each of citizenship, geography and history are recorded in Tables 3 and 4. The Minister's Advisory Committee used this tabulation as a general indication of students' overall levels of knowledge and awareness in the three content areas.

Table 3*

Overall Achievement by Content Area: Medians of Percentages of Students Answering Correctly

Content Area	Medians (Mid-Points of Distribution of Percentages of Students Responding Correctly)		
	Grade 6	Grade 9	Grade 12
Citizenship	34	39	49
Geography	51	55	59
History	39	40	39

* Note: For convenience, the results for all three grades are noted in a single table. However, the reader is cautioned not to make comparisons between grades since different items were frequently used in each grade and the proportions of multiple-choice, matching and completion types of questions also differed. In a later section of the report "all level" results will be reported which are based on the performance of students on items which were common to two or three grades. The all level (across-grade) results permit defensible comparisons between and among grades.

Within grades, several patterns of performance are evident in Table 3: 1) students at all three grade levels demonstrated relatively higher levels of knowledge about geography than either citizenship or history; 2) for grades 6 and 9 the differences between citizenship and history are not statistically significant, and 3) the grade 12 level in citizenship is significantly higher than that in history.

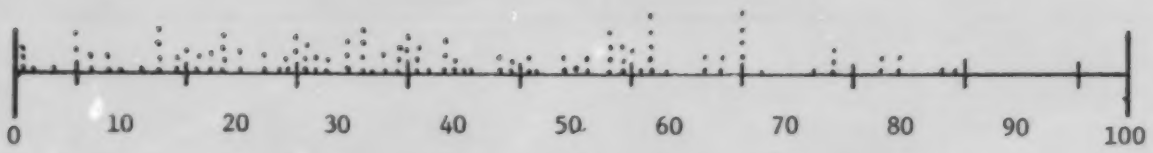
Table 4 provides summary statistics (mean, median and range) which describe general performance in each content area by grade. Each dot on the graphs in Table 4 represents the percentage of students in the grade answering one particular item correctly.

Table 4

Summaries of Group Averages For Objective Items by Content Area and Grade: Mean, Median, and Range

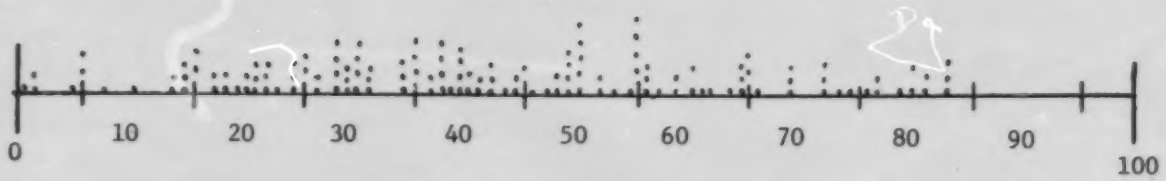
Citizenship - Grade 6

Mean: 38
Median: 34
Range: 1-84



Citizenship - Grade 9

Mean: 42
Median: 39
Range: 1-83



Citizenship - Grade 12

Mean: 45
Median: 49
Range: 2-95

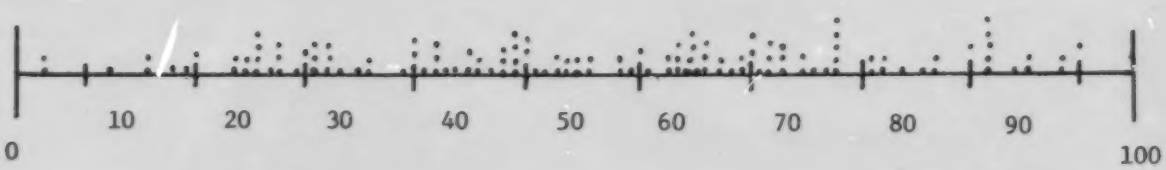
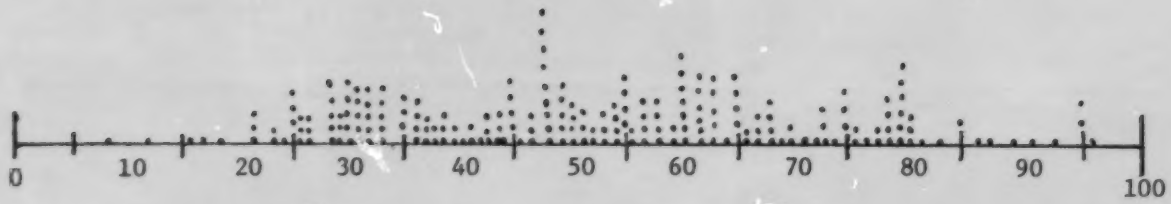


Table 4 (Cont'd)

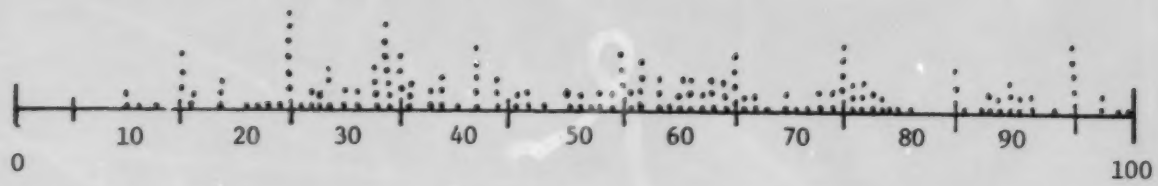
Geography - Grade 6

Mean: 52
Median: 51
Range: 8-96



Geography - Grade 9

Mean: 54
Median: 55
Range: 10-96



Geography - Grade 12

Mean: 61
Median: 59
Range: 9-100

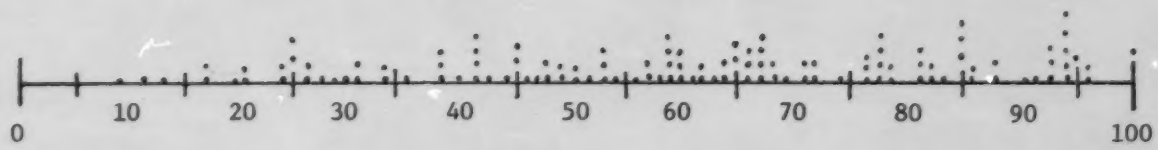
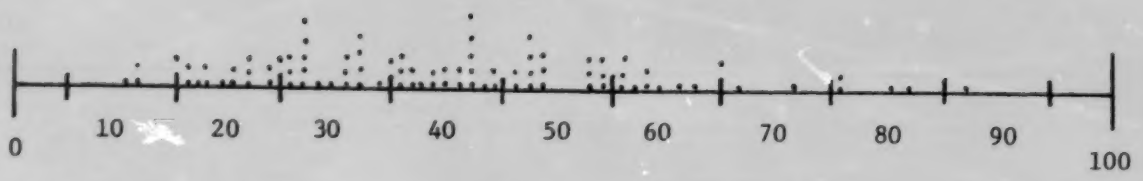


Table 4 (Cont'd)

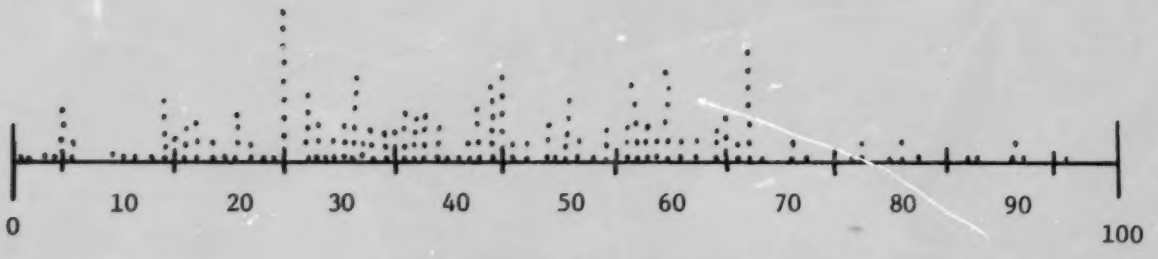
History - Grade 6

Mean: 41
Median: 39
Range: 10-87



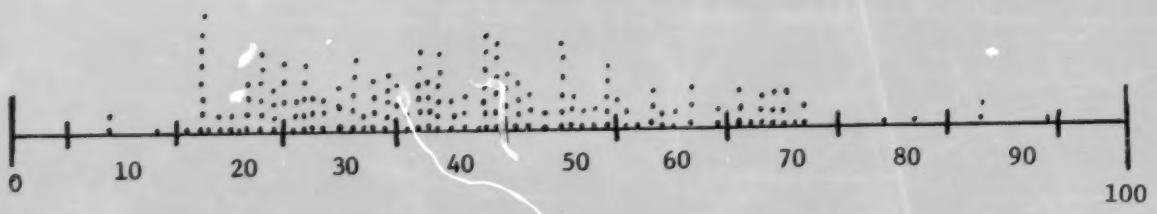
History - Grade 9

Mean: 42
Median: 40
Range: 1-97



History - Grade 12

Mean: 41
Median: 39
Range: 9-94



Summaries of Results in More Specific Detail

Tables 5 to 13 provide a graphic representation of results for each numbered content category within each content area. Once again, each dot represents the percentage of students succeeding on a single item.

Overall performances on individual content modules for each content area are presented by grade in Tables 5 to 13. Results from Table 4 are further broken down according to grade and content modules within the three content areas. Each content module is represented by a line graph which provides information on the percentage of students correctly answering the objective items contained in the module. The range and median of these items is displayed visually on the graphs (medians have been joined).

In most of the line graphs, the range of correctly answered items was quite large. This indicates that students found some difficult, easy and average items within most content areas.

The following modules contain a significant number of items which students found to be difficult; that is, items which fewer than 30 per cent of the students were able to answer correctly.

Grade 6 - **Citizenship:** Basic Terms and Concepts, Canadian Parliamentary System, Provincial Legislative System, Municipal Government, Adequacy of the Canadian Political System; **Geography:** Structure and Relief, Cultural Groups; **History:** Inhabitants and Settlers, Social-Economic Development, Political Development.

Grade 9 - **Citizenship:** Principles of Representative Government, Canadian Parliamentary System, Provincial Legislative System, Adequacy of the Canadian Political System; **Geography:** Manufacturing; **History:** Inhabitants and Settlers, Social-Economic Development, Political Development, Canada in World Affairs, Appendix.

Grade 12 - **Citizenship:** Canadian Parliamentary System, Provincial Legislative System, Adequacy of the Canadian Political System; **Geography:** Mining, Manufacturing; **History:** Discovery and Exploration, Inhabitants and Settlers, Social-Economic Development, Political Development.

The following modules contain a large proportion of items which students found to be easy, that is, items which over 70 per cent of the students were able to answer correctly.

Grade 6 - **Geography:** Size and Boundaries of Canada, Settlement Patterns.

Grade 9 - **Citizenship:** Principles of Representative Government; **Geography:** Location, Size, and Boundaries of Canada; **History:** Appendix.

Grade 12 - **Citizenship:** Basic Terms and Concepts, Principles of Representative Democracy, Global Issues; **Geography:** Boundaries of Canada, Size of Alberta, Structure and Relief, Settlement Patterns.

Table 5

Grade 6 Citizenship Summaries of Results:
Medians (Mid-Points) and Ranges of Group
Averages According to Content Module

Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
1.0 THE CANADIAN POLITICAL SYSTEM	
1.1 Basic Terms and Concepts	
1.2 Principles of Representative Democracy	
1.3 Practices of Representative Government	
1.4 The Canadian Parliamentary System	
1.5 Provincial Legislative System (Structure)	
1.6 Municipal Government	
2.0 KNOWLEDGE OF THE MAIN PUBLIC AFFAIRS IN CANADA	
2.1 Canadian Political System	
2.2 Economic Conditions	
2.3 Multiculturalism in a Bilingual Canada	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

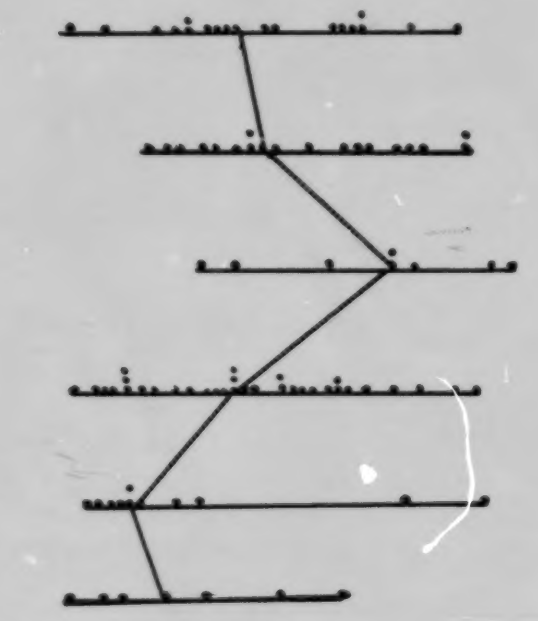


Table 5 (Cont'd)

Grade 6 Citizenship Summaries of Results

Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
2.4 Resource Use and Conservation (Written-Response)	
2.5 Environmental Concerns	
2.6 Global Issues - Canada's External Policies	

Table 6

Grade 6 Geography Summaries of Results: Medians (Mid-Points) and Ranges of Group Averages According to Content Module

Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
1.0 LOCATION, SIZE AND SHAPE OF CANADA	
1.1 Location	
1.2 Size	
1.3 Boundaries	
2.0 LOCATION, SIZE AND SHAPE OF ALBERTA	
2.1 Location	
2.2 Size	
2.3 Boundaries	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

Table 6 (Cont'd)

Grade 6 Geography Summaries of Results

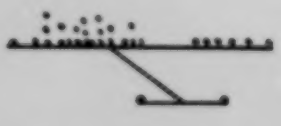
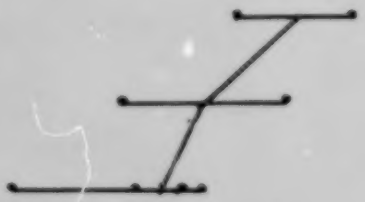
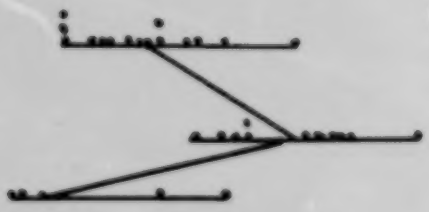
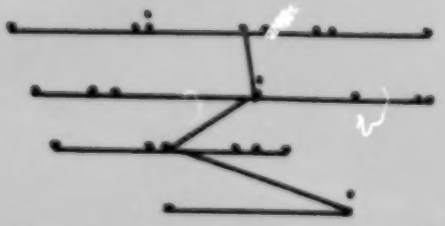
Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
3.0 PHYSICAL ELEMENTS	
3.1 Structure and Relief	
3.2 Climate	
4.0 SOILS AND NATURAL VEGETATION	
4.1 Natural Soil Regions of Canada	
4.2 Interrelationship of Man and Soils	
4.3 Natural Vegetation Regions	
5.0 POPULATION AND SETTLEMENT	
5.1 Democracy	
5.2 Location of Canadian Cities	
5.3 Cultural Groups	
6.0 ECONOMIC ACTIVITIES	
6.1 Agriculture	
6.2 Energy Sources	
6.3 Mining	
6.4 Forest Industry	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

Table 6 (Cont'd)

Grade 6 Geography Summaries of Results

Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
6.5 Fishing Industry	
6.6 Manufacturing	
6.7 Recreation and Tourism	
7.0 TRANSPORTATION/COMMUNICATION	
7.1 Land	
7.2 Water	
7.3 Air	
7.4 Communications	
8.0 ISSUES AND PROBLEMS	
8.1 Regionalism	
8.2 Resource Development	
8.3 Ecology, Conservation and Wildlife	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

Table 7

Grade 6 History Summaries of Results: Medians (Mid-Points) and Ranges of Group Averages According to Content Module

Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
1.0 Discovery and Exploration of Canada	
2.0 Inhabitants and Settlers	
3.0 Social-Economic Development	
4.0 Political Development	
5.0 Canada in World Affairs	
6.0 Themes in Canadian History	
7.0 Social and Cultural History of Western Canada	
8.0 Addendum	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

Table 8

Grade 9 Citizenship Summaries of Results:
Medians (Mid-Points) and Ranges of Group
Averages According to Content Module

Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
1.0 THE CANADIAN POLITICAL SYSTEM	
1.1 Basic Terms and Concepts	
1.2 Principles of Representative Democracy	
1.3 Practices of Representative Government	
1.4 The Canadian Parliamentary System	
1.5 Provincial Legislative System (Structure)	
1.6 Municipal Government	
2.0 KNOWLEDGE OF THE MAIN PUBLIC AFFAIRS IN CANADA	
2.1 Canadian Political System	
2.2 Economic Conditions	
2.3 Multiculturalism in a Bilingual Canada	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

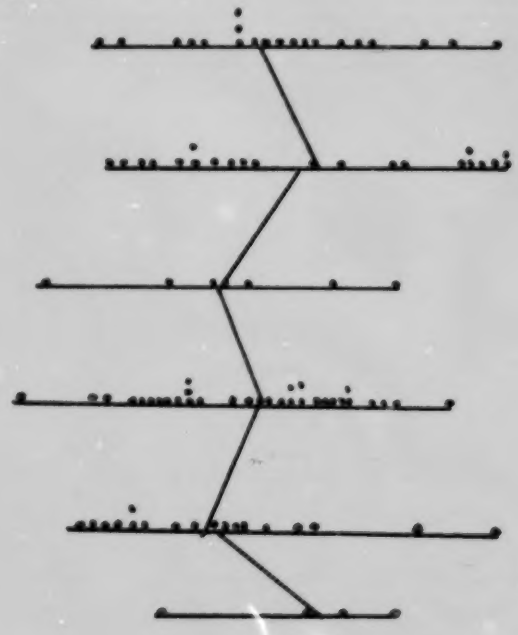


Table 8 (Cont'd)

Grade 9 Citizenship Summaries of Results

Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
2.4 Resource Use and Conservation (Written-Response)	
2.5 Environmental Concerns	
2.6 Global Issues - Canada's External Policies	

Table 9

Grade 9 Geography Summaries of Results: Medians (Mid-Points) and Ranges of Group Averages According to Content Module

Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
1.0 LOCATION, SIZE AND SHAPE OF CANADA	
1.1 Location	
1.2 Size	
1.3 Boundaries	
2.0 LOCATION, SIZE AND SHAPE OF ALBERTA	
2.1 Location	
2.2 Size	
2.3 Boundaries	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

Table 9 (Cont'd)

Grade 9 Geography Summaries of Results

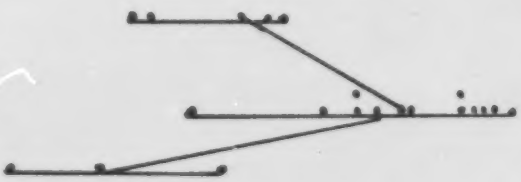
Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
3.0 PHYSICAL ELEMENTS	
3.1 Structure and Relief	
3.2 Climate	
4.0 SOILS AND NATURAL VEGETATION	
4.1 Natural Soil Regions of Canada	
4.2 Interrelationship of Man and Soils	
4.3 Natural Vegetation Regions	
5.0 POPULATION AND SETTLEMENT	
5.1 Democracy	
5.2 Settlement Patterns	
5.3 Cultural Groups	
6.0 ECONOMIC ACTIVITIES	
6.1 Agriculture	
6.2 Energy Sources	
6.3 Mining	
6.4 Forest Industry	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

Table 9 (Cont'd)

Grade 9 Geography Summaries of Results

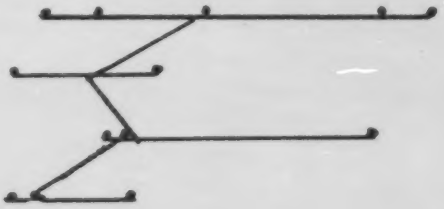
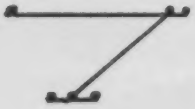
Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
6.5 Fishing Industry	
6.6 Manufacturing	
6.7 Recreation and Tourism	
7.0 TRANSPORTATION/COMMUNICATION	
7.1 Land	
7.2 Water	
7.3 Air	
7.4 Communications	
8.0 ISSUES AND PROBLEMS	
8.1 Regionalism	
8.2 Resource Development	
8.3 Ecology, Conservation and Wildlife	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

Table 10

Grade 9 History Summaries of Results: Medians (Mid-Points) and Ranges of Group Averages According to Content Module

Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
1.0 Discovery and Exploration of Canada	
2.0 Inhabitants and Settlers	
3.0 Social-Economic Development	
4.0 Political Development	
5.0 Canada in World Affairs	
6.0 Themes in Canadian History	
7.0 Social and Cultural History of Western Canada	
8.0 Addendum	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

Table 11

Grade 12 Citizenship Summaries of Results:
Medians (Mid-Points) and Ranges of Group
Averages According to Content Module

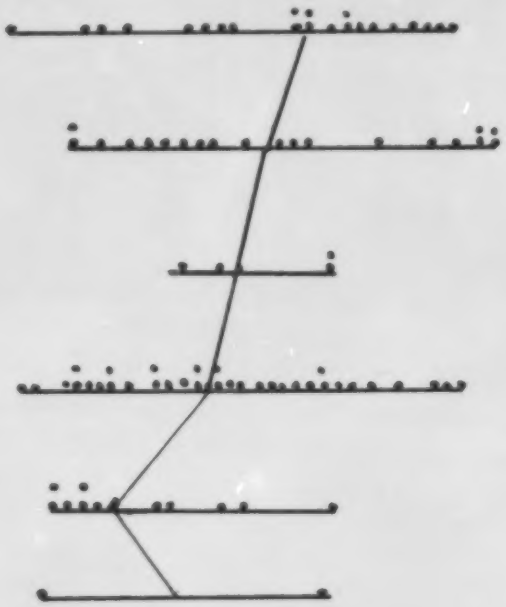
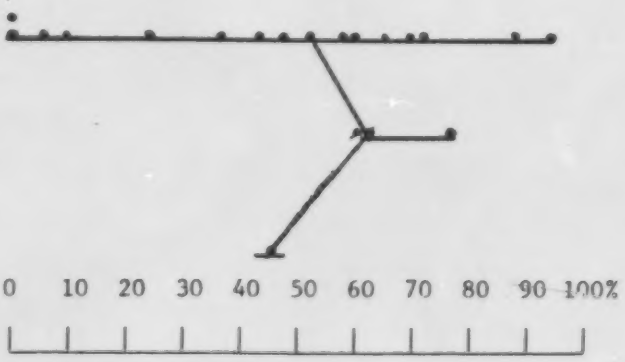
Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
1.0 THE CANADIAN POLITICAL SYSTEM	
1.1 Basic Terms and Concepts	
1.2 Principles of Representative Democracy	
1.3 Practices of Representative Government	
1.4 The Canadian Parliamentary System	
1.5 Provincial Legislative System (Structure)	
1.6 Municipal Government	
2.0 KNOWLEDGE OF THE MAIN PUBLIC ARRAIRS IN CANADA	
2.1 Canadian Political System	
2.2 Economic Conditions	
2.3 Multiculturalism in a Bilingual Canada	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

Table 11 (Cont'd)

Grade 12 Citizenship Summaries of Results

Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
2.4 Resource Use and Conservation (Written-Response)	
2.5 Environmental Concerns	
2.6 Global Issues - Canada's External Policies	

Table 12

Grade 12 Geography Summaries of Results: Medians (Mid-Points) and Ranges of Group Averages According to Content Module

Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
1.0 LOCATION, SIZE AND SHAPE OF CANADA	
1.1 Location	
1.2 Size	
1.3 Boundaries	
2.0 LOCATION, SIZE AND SHAPE OF ALBERTA	
2.1 Location	
2.2 Size	
2.3 Boundaries	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

Table 12 (Cont'd)

Grade 12 Geography Summaries of Results

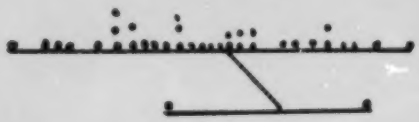
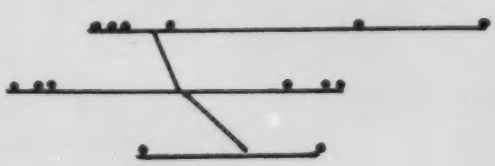
Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
3.0 PHYSICAL ELEMENTS	
3.1 Structure and Relief	
3.2 Climate	
4.0 SOILS AND NATURAL VEGETATION	
4.1 Natural Soil Regions of Canada	
4.2 Interrelationship of Man and Soils	
4.3 Natural Vegetation Regions	
5.0 POPULATION AND SETTLEMENT	
5.1 Democracy	
5.2 Settlement Patterns	
5.3 Cultural Groups	
6.0 ECONOMIC ACTIVITIES	
6.1 Agriculture	
6.2 Energy Sources	
6.3 Mining	
6.4 Forest Industry	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

Table 12 (Cont'd)

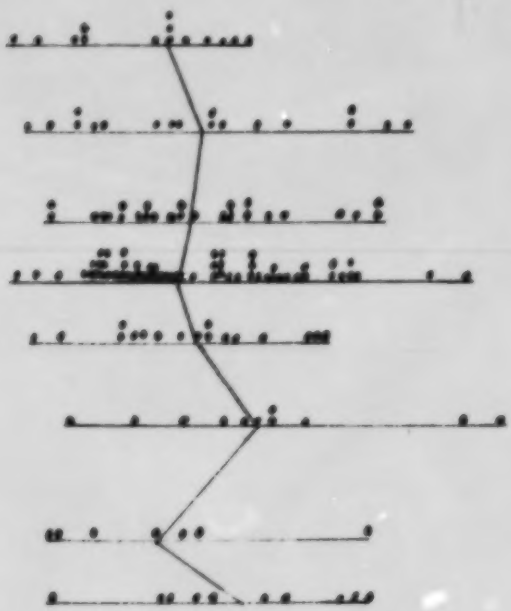
Grade 12 Geography Summaries of Results

Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
6.5 Fishing Industry	
6.6 Manufacturing	
6.7 Recreation and Tourism	
7.0 TRANSPORTATION/COMMUNICATION	
7.1 Land	
7.2 Water	
7.3 Air	
7.4 Communications	
8.0 ISSUES AND PROBLEMS	
8.1 Regionalism	
8.2 Resource Development	
8.3 Ecology, Conservation and Wildlife	
	0 10 20 30 40 50 60 70 80 90 100%
	Averages

Table 13

Grade 12 History Summaries of Results: Medians (Mid-Points) and Ranges of Group Averages According to Content Module

Content Module	Group Averages (%): Medians and Ranges
	0 10 20 30 40 50 60 70 80 90 100%
	Averages
1.0 Discovery and Exploration of Canada	
2.0 Inhabitants and Settlers	
3.0 Social-Economic Development	
4.0 Political Development	
5.0 Canada in World Affairs	
6.0 Themes in Canadian History	
7.0 Social and Cultural History of Western Canada	
8.0 Addendum	



Detailed Results by Content Module for Each Grade

In order to report in greater detail, results are displayed in this section sub-divided according to content module. For each module, a table is provided which records the average results (percentages of students answering correctly) of the cluster of test items for the various concepts comprising the module. Next, the percentages of students in each grade succeeding on items identified with each module are displayed graphically (each dot represents the percentage of students who answered a single item correctly). Finally, for each grade, the concepts most frequently and least frequently known are reported and pertinent observations are made.

Following these reports for each of citizenship, geography and history, the results of the written-response and the all-level (multi-grade comparisons) testing appear.

CITIZENSHIP

1.0 THE CANADIAN POLITICAL SYSTEM

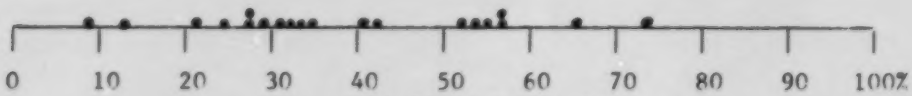
1.1 BASIC TERMS AND CONCEPTS

Table 14 Citizenship--Basic Terms and Concepts: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Democracy	26 (2)	39 (3)	54 (4)*
Federal System	46 (4)	40 (2)	62 (3)
Responsible Government	--	28 (2)	47 (1)
Constitutions	21 (2)	47 (2)	76 (2)
Constitutional Monarchy	41 (3)	55 (3)	72 (3)
Parliamentary Government	61 (2)	79 (2)	72 (3)
Functions of Government	30 (6)	38 (7)	44 (7)
Citizenship	73 (1)	--	--

* Note: numbers of items used are recorded in parentheses.

Grade 6 Results



Range: 8-73, Median: 34

Item(s) least frequently correct: definition of representative democracy.
Item(s) most frequently correct: the definition of Canadian rights in citizenship.

It appears that many grade 6 students do not demonstrate an understanding of representative democracy, even though they are aware of political structure.

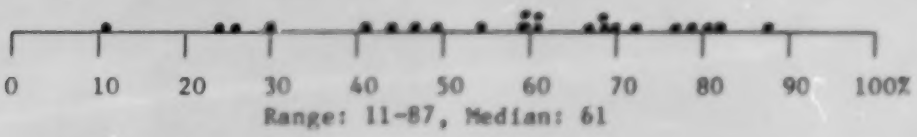
Grade 9 Results

Range: 14-83, Median: 42

Item(s) least frequently correct: direct democracy and responsible government.
Item(s) most frequently correct: origins of the Canadian parliamentary system.

Knowledge of direct democracy and responsible government has not been well mastered. Of significance is the awareness of the ties between Britain and Canada.

Grade 12 Results *†§



Range: 11-87, Median: 61

Item(s) least frequently correct: definition of the executive branch of government.
Item(s) most frequently correct: structure of Parliament.

More students know about the judiciary and legislative branches.

1.2 PRINCIPLES OF REPRESENTATIVE DEMOCRACY

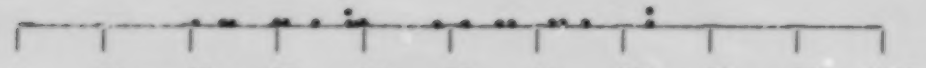
Table 15 Citizenship--Principles of Representative Democracy: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Political Parties	50 (13)*	65 (10)	64 (9)
Interest Groups	--	23 (3)	63 (2)
Periodic Elections	25 (1)	37 (1)	58 (1)
Universal Franchise	--	52 (2)	26 (1)
Representation by Population	30 (2)	39 (3)	52 (4)
Power of the Purse	63 (1)	49 (1)	--
Independent Judiciary	--	30 (1)	21 (1)
Freedom of the Press	21 (1)	34 (1)	59 (1)

* Note: numbers of test items used are recorded in parentheses.

* See written response item for grade 12, page 50.
† See written response item for grade 12, page 52.
§ See written response item for grade 12, page 54.

Grade 6 Results

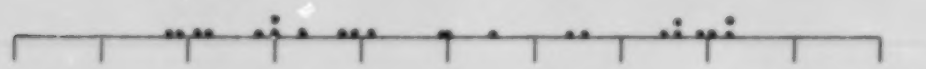


Range: 21-73, Median: 40

Item(s) least frequently correct: recognition of freedom of the press.
Item(s) most frequently correct: political party that presently governs Canada, sources of government revenue.

Many students are not able to recognize the definition of freedom of the press or identify the length of time between elections in Canada. Their knowledge of political parties and taxation is more advanced.

Grade 9 Results



Range: 17-83, Median: 49

Item(s) least frequently correct: definition of lobbying.
Item(s) most frequently correct: leaders of political parties.

Results for items referring to interest groups and pressure groups tend to cluster near the lower portion of the range while responses to items on political parties and party leadership are grouped near the upper end of the range.

Grade 12 Results

Range: 21-93, Median: 55

Item(s) least frequently correct: former name of the New Democratic Party, responsibility for appointment of Alberta Supreme Court Justices.
Item(s) most frequently correct: political parties and party leaders.

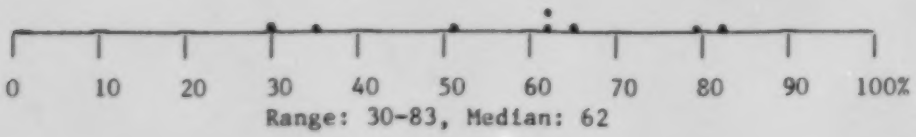
The historical background of the New Democractic Party and the structure of our courts are not well known. Students have a sophisticated knowledge of current issues.

1.3 PRACTICES OF REPRESENTATIVE GOVERNMENT *

Table 16 Citizenship--Practices of Representative Government: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Selection of Representatives	53 (4)	30 (3)	65 (1)
Electoral Machinery	47 (4)	41 (3)	57 (2)
Franchise Qualifications	--	39 (1)	--
Types of Elected Governments	--	--	43 (2)

Grade 6 Results

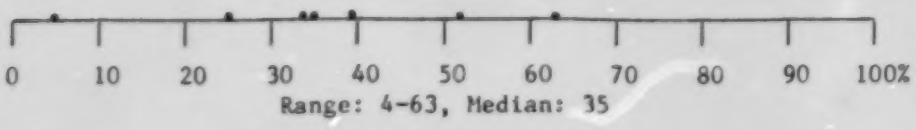


Range: 30-83, Median: 62

Item(s) least frequently correct: definition of returning officer.
Item(s) most frequently correct: association of candidates with political parties.

Students are familiar with the connection between candidates for elected office and political parties but are deficient in their knowledge of the mechanics of elections.

Grade 9 Results



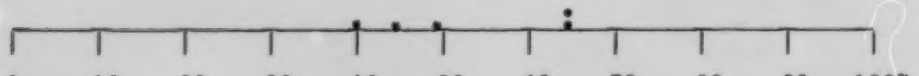
Range: 4-63, Median: 35

Item(s) least frequently known: number of members of Parliament from Alberta.
Item(s) most frequently known: purpose of the secret ballot.

* See all level written response items, pages 55, 56, 58.

The poor response to the number of MP's from Alberta may be the result of the very specific recall nature of the item. Students have a moderate understanding of the protection that the secret ballot provides.

Grade 12 Results *



Range: 40-65, Median: 49

Item(s) least frequently correct: definition of a coalition government.
Item(s) most frequently correct: definition of an independent candidate, reasons for election deposits.

The range of scores and the median indicate the respondents are neither noticeably deficient nor particularly knowledgeable about this topic.

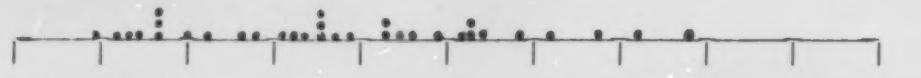
1.4 THE CANADIAN PARLIAMENTARY SYSTEM

Table 17 Citizenship--The Canadian Parliamentary System: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
The BNA Act of 1867	50 (5)	53 (4)	46 (4)
Queen	18 (1)	--	62 (1)
Governor General	39 (3)	37 (2)	73 (2)
House of Commons	36 (11)	37 (11)	57 (11)
Cabinet	33 (11)	41 (12)	37 (8)
Senate	--	38 (2)	46 (4)
Role of Law and Civil Liberties	73 (1)	29 (1)	28 (2)
Canadian Bill of Rights	33 (1)	--	55 (1)
Due Process of Law	--	--	39 (1)

* See written response item for grade 12, page 60.

Grade 6 Results

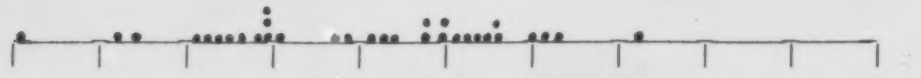


Range: 9-78, Median: 36

Item(s) least frequently correct: identification of federal cabinet ministers.
Item(s) most frequently correct: location of Canada's Parliament.

Items dealing with cabinet ministers resulted in a clustering of scores near the bottom of the range. Items referring to identification of the levels of government and the location of Parliament are well answered.

Grade 9 Results



Range: 1-74, Median: 43

Item(s) least frequently correct: definition of party whip.
Item(s) most frequently correct: definition of the cabinet.

Although the definition of the party whip is virtually unknown, of greater significance in the results is the clustering of items between 20 and 30 percent. These items deal with the identification of federal cabinet ministers. Students seem to understand the role and functions of the cabinet.

Grade 12 Results *†§

Range: 13-87, Median: 44

Item(s) least frequently correct: change in the Governor-General's role after 1931.
Item(s) most frequently correct: definition of the official Opposition.

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* See written response item for grade 12, page 61.
† See written response item for grade 12, page 62.
§ See written response item for grade 12, page 63.

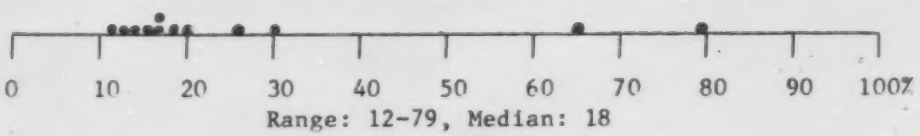
Two very specific items, referring to the date in which the role of the Governor-General changed and to the name of the Chief Justice proved to be extremely difficult. However, most students are aware of what constitutes an official Opposition.

1.5 PROVINCIAL LEGISLATIVE SYSTEM

Table 18 Citizenship--Provincial Legislative System: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
The Alberta Act	79 (1)	--	--
Scope of Provincial Powers	--	69 (1)	39 (3)
Lieutenant-Governor	19 (2)	23 (3)	30 (2)
Legislative Assembly	19 (3)	36 (5)	33 (2)
Cabinet	26 (6)	25 (6)	25 (5)
Ombudsman	--	36 (2)	--
The Alberta Bill of Rights	--	--	51 (1)
Individual's Rights Protection Act	--	82 (1)	--

Grade 6 Results



Range: 12-79, Median: 18

Item(s) least frequently correct: lieutenant-governor of Alberta.
Item(s) most frequently correct: the date Alberta became a province.

Students are not readily able to identify the new lieutenant-governor of Alberta or a number of the provincial cabinet ministers (note the cluster of items near the median). The recent 75th anniversary celebrations probably contributed to the positive score on Alberta's entry into confederation.

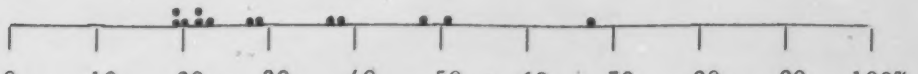
Grade 9 Results

Range: 13-82, Median: 33

Item(s) least frequently correct: identifying provincial cabinet ministers.
Item(s) most frequently correct: protection under the Individual's Rights Protection Act.

Many respondents are not able to identify the provincial cabinet ministers. (Note items clustered near the lower end of the range.) Students appear to have a sound knowledge of their rights and the protection of these rights.

Grade 12 Results



Range: 19-67, Median: 27

Item(s) least frequently correct: identification of provincial cabinet ministers.
Item(s) most frequently correct: the major provincial responsibility provided by the BNA Act.

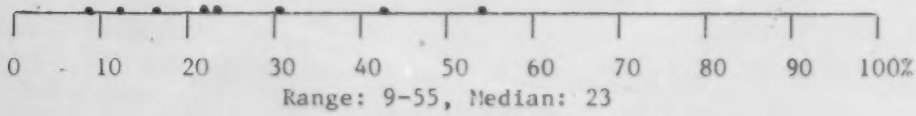
Grade 12 students have a very limited knowledge of the provincial legislative system, Governor-General, lieutenant-governor and cabinet ministers. The clustering of items near the lower end of the range shows a similar pattern to the results in grade 6 and 9. Two-thirds of the students know that the provinces have primary responsibility for education.

1.6 MUNICIPAL GOVERNMENT

Table 19 Citizenship--Municipal Government: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Provincial Responsibility	33 (3)	57 (1)	63 (1)
Types of Municipal Government	13 (1)	58 (2)	--
Structure of Local Governments	32 (2)	--	15 (1)
Areas of Responsibility	19 (2)	25 (1)	62 (1)

Grade 6 Results

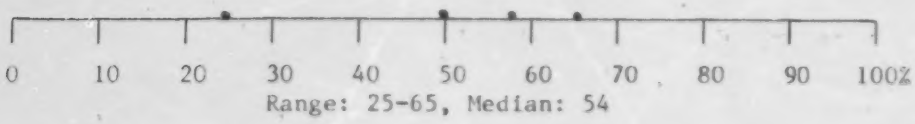


Range: 9-55, Median: 23

Item(s) least frequently correct: definition of a reeve.
Item(s) most frequently correct: definition of a mayor.

The narrow range and poor results indicate that grade 6 students are not familiar with the concepts related to municipal government. The definition of a reeve is virtually unknown and the results of the definition of a mayor are relatively low.

Grade 9 Results

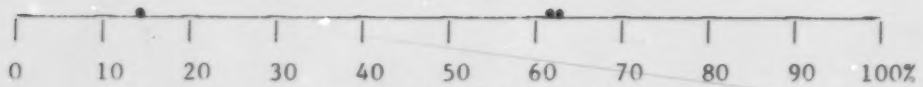


Range: 25-65, Median: 54

Item(s) least frequently correct: responsibility of assessment and collection of property taxes.
Item(s) most frequently correct: definition of a municipal government.

Students do not appear to comprehend the function and role of municipal government. More students respond accurately to the definition of municipal government and the source of a municipal government's powers.

Grade 12 Results



Range: 15-63, Median: 62

Item(s) least frequently correct: role of the reeve.
Item(s) most frequently correct: reasons for different structures of municipal governments from province to province.

2.0 KNOWLEDGE OF THE MAIN PUBLIC ISSUES IN CANADA

2.1 ADEQUACY OF THE CANADIAN POLITICAL SYSTEM

Table 20 Citizenship--Adequacy of the Canadian Political System: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Federal-Provincial Relations	55 (3)	50 (4)	73 (3)
Political Leadership	9 (10)	24 (11)	40 (12)
Equalization Grants	--	43 (1)	43 (1)

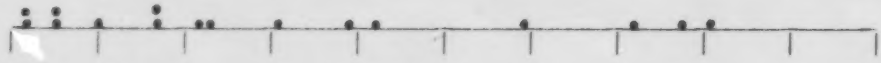
Grade 6 Results

Range: 1-78, Median: 5

Item(s) least frequently correct: premiers of the provinces (except Alberta).
Item(s) most frequently correct: province with a French speaking majority.

The cluster of scores in the low range indicates these students are unable to identify the premiers of other provinces. Knowledge of federal-provincial relations (specifically re: Quebec) was better. Interestingly, only eight per cent of the students know the name of the premier of Quebec, while 54 per cent know the name of the leader of the Parti Quebecois.

Grade 9 Results



Range: 2-81, Median: 23

Item(s) least frequently correct: premiers of Nova Scotia and Prince Edward Island.
Item(s) most frequently correct: premier of Alberta.

As was the case with grade 6 students, knowledge of political leaders is low, (especially for the Maritimes) but knowledge of federal-provincial relations is greater. Many grade 9 students can, unlike the grade 6 students, identify the premier of Quebec, and the leader of the Parti Quebecois.

Grade 12 Results

Range: 3-95, Median: 51

Item(s) least frequently correct: premiers of Nova Scotia and Prince Edward Island.
Item(s) most frequently correct: premier of Alberta.

Grade 12 students show relatively more knowledge of federal-provincial relations. With the exception of Quebec and Alberta, students have very limited knowledge of provincial premiers.

2.2 ECONOMIC CONDITIONS *

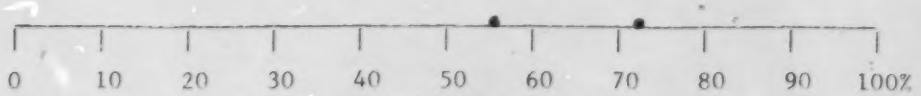
Table 21 Citizenship--Economic Conditions: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Foreign Participation in the Canadian Economy	--	--	68 (2)
Economic Cycles --Economic Instability	--	--	61 (1)
Income Distribution	--	66 (2)	--

Grade 6 Results

There are no objective questions regarding economic conditions at this grade level. See written response items.

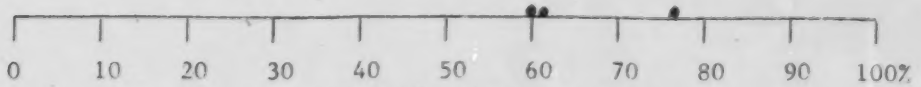
Grade 9 Results



Range: 55-72, Median: 64

Item(s) least frequently correct: province with the lowest rate of unemployment.
Item(s) most frequently correct: region with the lowest standard of living.

Grade 12 Results



Range: 60-76, Median: 61

Item(s) least frequently correct: goals of the Committee for an Independent Canada.
Item(s) most frequently correct: reason for tariffs.

* See all levels written response item, pages 64, 66, 68.

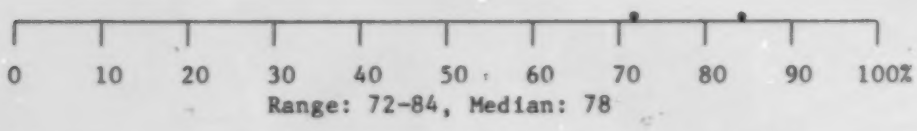
Grade 12 students generally show a knowledge of tariffs, regional unemployment and of economic cycles (specifically, unemployment).

2.3 MULTICULTURALISM IN A BILINGUAL CANADA

Table 22 Citizenship--Multiculturalism in a Bilingual Canada: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Ethnic Diversity of Canadian Population	--	52 (2)	46 (1)
Concentrations of Minority Groups	84 (1)	60 (1)	--
Canada's Two Official Languages	72 (1)	--	--

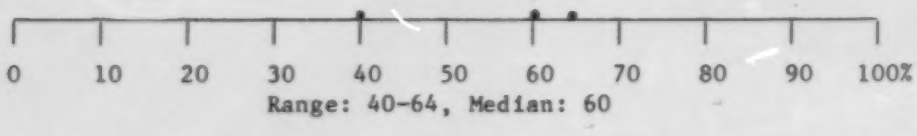
Grade 6 Results



Range: 72-84, Median: 78

Item(s) least frequently correct: the official languages of Canada.
Item(s) most frequently correct: the location of the largest concentration of francophones in Canada.

Grade 9 Results *



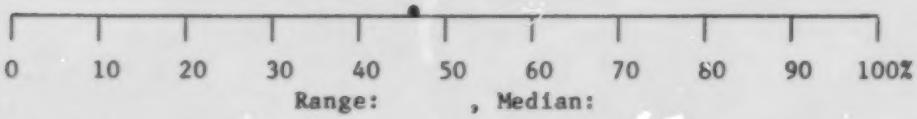
Range: 40-64, Median: 60

Item(s) least frequently correct: melting pot versus mosaic.
Item(s) most frequently correct: percentage of francophones in Canada.

* See written response item for grade 9, page 70.

Many grade 9 students have some knowledge of bilingualism and biculturalism in Canada. There are indications, however, that multiculturalism is not as well understood.

Grade 12 Results *



Forty-six percent of grade 12 students have an understanding of the melting pot concept.

2.4 RESOURCE USE AND CONSERVATION †§

There are no objective questions regarding this module. See written response item.

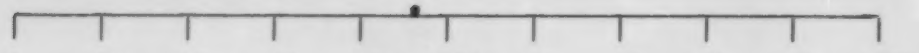
2.5 ENVIRONMENTAL CONCERNS

Table 23 Citizenship--Environmental Concerns: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Waste Disposal and Protection of the Environment	46 (1)	--	86 (1)

* See written response item for grade 12, page 72.
† See all level written response item, pages 74, 77, 78.
§ See written response item for grade 6, page 75.

Grade 6 Results *



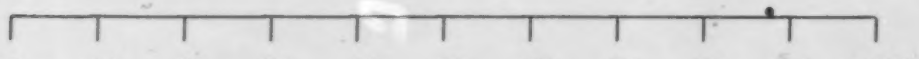
Range: , Median:

Forty-six percent of the grade 6 students tested are able to identify the disposal of wastes as the major problem involved in using nuclear power for energy production.

Grade 9 Results

There are no questions regarding environmental concerns at this grade level.

Grade 12 Results



Range: , Median:

Eighty-six percent of the grade 12 students are able to identify the disposal of wastes as a main concern in the use of nuclear power.

2.6 GLOBAL ISSUES - CANADA'S EXTERNAL POLICIES

Table 24 Citizenship--Global Issues - Canada's External Policies: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
World Population Explosion	--	60 (2)	72 (1)
Problems of World Peace	49 (1)	26 (1)	67 (1)
Relations With International Organizations	45 (2)	45 (5)	60 (3)
Survival of Nations	--	--	73 (1)

* See written response item for grade 6, page 79.

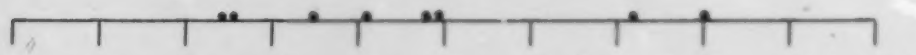
Grade 6 Results *

Range: 39-51, Median: 49

Item(s) least frequently correct: the common tie of the Commonwealth nations.
Item(s) most frequently correct: reason for establishing the United Nations.

Approximately one-half of the grade 6 students tested have a knowledge of the involvement of the Canadian army in world peace, and the basis or goals of international organizations.

Grade 9 Results



Range: 24-80, Median: 44

Item(s) least frequently correct: the role of Pearson, the Canadian Army in World Peace.
Item(s) most frequently correct: UNICEF is part of the United Nations.

Only one-third to one-half of the grade 9 students know of the relationships of Canada with international military and peacekeeping organizations (except UNICEF). Seventy-two per cent can locate the continents containing the wealthier nations.

Grade 12 Results †

Range: 45-77, Median: 70

Item(s) least frequently correct: Armed Forces peacekeeping role in Cyprus.
Item(s) most frequently correct: Canada's membership in three major international organizations.

Grade 12 students have some knowledge of Canada's population growth and Canada's membership in international organizations.

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* See written response item for grade 6, page 80.
† See written response item for grade 12, page 82.

Students' Answers to Written-Response Questions: Explanation of the Content Analysis and Descriptive Reporting Used

In order to report the results of the written response items as descriptively and accurately as possible, a system of content analysis was devised.

The CONTENT CATEGORIES were derived as follows: Relevant knowledge and understandings from resource materials which could reasonably be assumed to be available to students were combined with additional aspects drawn from the students' responses to the field test items. This constituted the content categories on the scoring guides used to tabulate the final test results. On the basis of the actual responses from the final testing, other categories were added. The content categories listed represent the full range of responses to a given item.

The PROFILES OF STUDENTS' RESPONSES outline in detail the patterns of responses in terms of the percentage of students who communicated either no relevant knowledge, one appropriate idea or various combinations of ideas.

The brief COMMENTARY is intended to further elucidate the general nature and tone of the answers while pointing out any special features which might be of interest.

The Profiles and the Commentaries are intended to provide the reader with a description of how students viewed the topic assigned.

Students were not given prescriptions or cues as guides for framing their answers and were never asked to write all they knew about the topic. As a consequence, the completeness of the students' responses varied. Hence, one cannot assume that what students wrote reflected all they knew about the topic. The variability in structure and specificity among questions also prompts one to be cautious in making comparisons between and among questions.

The horizontal broken lines on the profile charts indicate broad categories of responses, ranging from nil and inappropriate answers, to mediocre and more acceptable ones and through to complete and highly meritorious productions.

Students' Answers to Written Response Questions in Citizenship: Content Analysis

1.1 BASIC TERMS AND CONCEPTS

Grade 12 - Written Response

What are two ways in which Canadian citizenship may be acquired?

CONTENT CATEGORIES

1. by birth, or
2. legal landed immigrant status, 18 years of age
3. 3 years of residence
4. application for citizenship; successfully complete an exam on Canadian affairs (geography, history, government), official granting of citizenship in court before a judge
5. the above process (4) is facilitated if: an immediate family member or spouse is a Canadian citizen, has a sponsor, a job
6. other: refugees; e.g., "boat people", Asians from Uganda, Czechoslovakians and Hungarians, Chileans; political asylum; e.g., artists, intellectuals, officials

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	7	
INAPPROPRIATE	4	11
CATEGORY 1	1	
CATEGORY 2	1	
CATEGORY 3 (partially appropriate - 2 to 5 years)	3	
CATEGORY 4 (partially appropriate)	10	
CATEGORY 5	1	
CATEGORY 6	7	
CATEGORIES 1 AND 3 (partially appropriate)	12	
CATEGORIES 1 AND 4 (partially appropriate)	12	
CATEGORIES 3 and 4 (partially appropriate)	7	
TWO CATEGORIES (mixed, one appropriate, one inappropriate)	1	54

1.1 BASIC TERMS AND CONCEPTS (Cont'd)
Grade 12 - Written Response

CATEGORIES 1 AND 5 (partially appropriate)	1	
CATEGORIES 3 AND 5 (partially appropriate)	4	
CATEGORIES 4 AND 5 (partially appropriate)	3	
CATEGORY 4 AND ONE OTHER (mixed)	2	
CATEGORIES 1, 3 AND 4	7	
CATEGORIES 1, 3 AND 5	2	
THREE OR MORE CATEGORIES	16	35

COMMENTARY

Although almost 90 per cent of the students respond to this question with some appropriate information and the wording of the item is quite straight forward, over one-half of the students offer only one way in which citizenship might be acquired. The overall tone of the answers suggests that the students do not consider this to be an important issue.

1.1 BASIC TERMS AND CONCEPTS

Grade 12 - Written Response

What are three of the requirements for Canadian citizenship?

CONTENT CATEGORIES

1. to be born in Canada, or
2. 18 years of age
3. legal landed immigrant, proper papers
4. 3 years of residence
5. application for citizenship: successfully complete an exam on Canadian affairs (geography, history, government), official granting of citizenship in court before a judge (swear to uphold the laws of the land)
6. have family or a sponsor in Canada
7. no criminal record
8. be of sound mind and body, able to support oneself
9. be able to communicate (minimally) in one of the two official languages (French or English)

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	4	
INAPPROPRIATE	6	10
CATEGORY 4	4	
CATEGORY 5	4	
THREE CATEGORIES (mixed: one appropriate, two inappropriate)	18	
CATEGORIES 1 AND 4	3	
CATEGORIES 4 AND 5	8	
CATEGORIES 4 AND 6	2	
TWO CATEGORIES (mixed)	11	

1.1 BASIC TERMS AND CONCEPTS (Cont'd)
Grade 12 - Written Response

CATEGORIES 1, 2 (appropriate) AND 4 (inappropriate)	1	
CATEGORIES 5, 9 (appropriate) AND 4 (inappropriate)	3	
THREE CATEGORIES (mixed, two appropriate, one inappropriate)	23	77
CATEGORIES 1, 3 AND 4	2	
CATEGORIES 1, 4 AND 5	1.5	
CATEGORIES 1, 4 AND 8	1.5	
FOUR OR MORE CATEGORIES (mixed)	8	13

COMMENTARY

Generally speaking, the answers to this question are adequate. Most respondents are aware of the age requirements, residence requirements and application procedures.

These students display very few unfounded notions or unreasonable guesses. These responses stand in contrast to the tone of response to the very similar item asking for two ways in which Canadian citizenship might be acquired.

The discrepancy might be due to the differences in format of the test booklets. The item asking for two requirements is the second of two written response items. The item asking for three requirements is the only written response item.

1.1 BASIC TERMS AND CONCEPTS

Grade 12 - Written Response

What is meant by an "unwritten" part of the constitution?

CONTENT CATEGORIES

1. the precedents and tradition of Common Law, i.e., civil and criminal law
2. statutes, e.g., Statute of Westminster
3. reports of Royal Commissions, e.g., Rowell-Sirois Report
4. Bill of Rights
5. decisions of the British Privy Council on Canadian constitutional (B.N.A. Act) matters, e.g., making ownership of resources a provincial matter
6. rules and procedures of the executive branch, i.e, civil service
7. parliamentary traditions

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	11	
INAPPROPRIATE (off topic, nonsensical, misconceptions, etc.)	49	60
CATEGORY 1	27	
CATEGORY 6	1	
ONE CATEGORY (mixed, unclassified)	2	
CATEGORY 1 PLUS ONE OTHER CATEGORY (mixed, inappropriate)	6	
CATEGORY 5 PLUS ONE OTHER CATEGORY (mixed, inappropriate)	2	
CATEGORY 1 PLUS ONE OTHER CATEGORY (e.g., 4, 5 or 7)	2	40

COMMENTARY

In addition to the 11 per cent of the students who make no response, almost 50 per cent demonstrate no real understanding or serious attempt at answering the question. These answers are either irrelevant or even deliberately silly.

Of the 40 per cent of the respondents who come close to the concept, the ideas of Common Law, tradition, practice and precedent predominate. There is some confusion over the constitutional status of human rights. Statutes, reports of Royal Commissions and decisions of the the British Privy Council are not considered directly at all.

Generally speaking, the concept of an "unwritten constitution," whether in the Canadian context or not, appears to be rather poorly developed.

1.3 PRACTICES OF REPRESENTATIVE GOVERNMENT

Grade 6 - Written Response (all level item)

What is the difference between an MLA and an MP?

CONTENT CATEGORIES

1. MLA - member of the Legislative Assembly
2. elected
3. provincial level of government
4. MP - member of Parliament
5. elected
6. federal level of government
7. MP - mounted police
8. MP - military police
9. miscellaneous role descriptions (generally interpretive or inappropriate)

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	47	
INAPPROPRIATE	29	76
CATEGORIES 1 and 4 (one term appropriate)	2	
CATEGORIES 4 and 9 (member of Parliament plus inappropriate role description)	1	
CATEGORIES 3 and 6 (one level of government appropriate)	1	
CATEGORIES 2 and 5 (largely interpretive definition of position inappropriate)	1	5
CATEGORIES 1 and 4	7	
CATEGORIES 1, 4 and 9 (role description inappropriate)	2	
CATEGORIES 3 and 6	4	
CATEGORIES 3, 6 and 9 (role description inappropriate)	.5	13.5
CATEGORIES 1, 4 and 9	1	
CATEGORIES 1, 3, 4 and 6	3	
CATEGORIES 2, 3, 5 and 6 or 1, 2, 4 and 5	.5	
MORE THAN FOUR CATEGORIES	1	5.5

COMMENTARY

Seventy-six per cent of the students do not know that the letter designations in the item stem refer to political positions. The most common misconceptions are that MP stands for military police (six per cent) or mounted police (two per cent). Of the responses with appropriate content, seven and one-half per cent of the students demonstrate only a partially accurate understanding, i.e. knowledge of only one definition or confusion about the role description.

Because of the lack of contextual cues in the item stem, it is difficult to ascertain whether the students' apparent lack of understanding is due to the vagueness of the question or to a difficulty level which is beyond grade 6.

1.3 PRACTICES OF REPRESENTATIVE GOVERNMENT

Grade 9 - Written-Response

What is the difference between an MLA and an MP?

CONTENT CATEGORIES

1. MLA - member of the Legislative Assembly
2. elected
3. provincial level of government
4. MP - member of Parliament
5. elected
6. federal level of government
7. MP - mounted police
8. MP - military police
9. role descriptions

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	44
INAPPROPRIATE	15 59
CATEGORY 1	1
CATEGORY 2	1
CATEGORY 4	2
CATEGORY 5	.5
CATEGORY 6	.5
CATEGORY 9	2
CATEGORIES 1 AND 4	8
CATEGORIES 3 AND 6	5
CATEGORIES 3 AND 8	.5

1.3 PRACTICES OF REPRESENTATIVE GOVERNMENT (Cont'd)
Grade 9 - Written Response

CATEGORIES 4 AND 9	.5	
CATEGORIES 1, 4 AND 6	2	
CATEGORIES 1, 4 AND 9	3	
CATEGORIES 2, 4 AND 6	.5	
CATEGORIES 3, 4 AND 6	1	
CATEGORIES 3, 5 AND 6	.5	
CATEGORIES 3, 6 AND 9	.5	
CATEGORY 1 PLUS TWO OTHERS (mixed)	1	
CATEGORY 2 PLUS TWO OTHERS (mixed)	1	
CATEGORIES 1, 3, 4 AND 6	6	
CATEGORY 1 PLUS THREE OTHERS (mixed)	.5	
CATEGORY 2 PLUS THREE OTHERS (mixed)	1	
CATEGORIES 1 AND 4 PLUS TWO OTHES (mixed)	1	
MORE THAN FOUR CATEGORIES	2	41

COMMENTARY

Of the 41 per cent of the students who provide appropriate content in response to this item, there is considerable evidence to support the interpretation that they are confused by the question, i.e., what is intended by "difference?"

1.3 PRACTICES OF REPRESENTATIVE GOVERNMENT

Grade 12 - Written Response (all level item)

What is the difference between an MLA and an MP?

CONTENT CATEGORIES

1. MLA - member of the Legislative Assembly
2. elected
3. provincial level of government
4. MP - member of Parliament
5. elected
6. federal level of government
7. MP - mounted police
8. MP - military police
9. role descriptions

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	13	
INAPPROPRIATE	13	26
CATEGORY 4	2	
CATEGORY 10	2	
ONE CATEGORY (mixed) PLUS PARTIALLY APPROPRIATE STATEMENT	5	
CATEGORIES 1 AND 4	13	
CATEGORIES 1, 2 AND 4	6	
CATEGORIES 1 AND 3 PLUS ONE OR TWO OTHERS (mixed)	2	
CATEGORIES 1 AND 4 PLUS ONE OR TWO OTHERS (mixed)	8	
THREE OR FOUR CATEGORIES (mixed)	3	
CATEGORIES 1, 3 AND 4 PLUS ONE OR TWO OTHERS (mixed)	3	

1.3 PRACTICES OF REPRESENTATIVE GOVERNMENT (Cont'd)

Grade 12 - Written Response (all level item)

CATEGORIES 2, 3 AND 4 PLUS ONE OR TWO OTHERS (mixed)	5	
CATEGORIES 1, 3, 4 AND 6	12	
CATEGORIES 1 THROUGH 6	13	74

COMMENTARY

Over 70 per cent of the students are able to state definitely what the letter abbreviations in the item stem stand for and 50 per cent are able to add that both positions are elected. There is also a fairly clear distinction made between the two levels of government (over 30 per cent). However, there is some confusion as to whether or not the question calls for further elaboration concerning role descriptions. Where these are offered, only about one-half of them are accurate.

1.3 PRACTICES OF REPRESENTATIVE GOVERNMENT

Grade 12 - Written Response

Define a coalition government.

CONTENT CATEGORIES

1. a situation whereby no one party has enough members elected to form a government
2. combination, alliance of parties; cooperative effort; temporary compromise
3. hence, a formal agreement between two or more parties to form the government
4. reasons for formation of coalition: economic and social problems, crisis situation, e.g., war, political instability

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	27	
INAPPROPRIATE	34	61
CATEGORY 1	17	
CATEGORY 2	8	
CATEGORIES 1 AND 2	1	
CATEGORIES 2 AND 4	8	
CATEGORIES 1 AND 4	4	
CATEGORIES 3 AND TWO OTHERS (mixed)	1	39

COMMENTARY

Of the students who respond appropriately to this item, a general awareness of the idea of union, combination or compromise is demonstrated, although precise definition is lacking. There is considerable mention of minority-majority situations minus the formalized aspect of coalition.

Supporting examples are few and poor. Only three papers evidence a clear understanding of the concept.

1.4 THE CANADIAN PARLIAMENTARY SYSTEM

Grade 12 - Written Response

What are three functions of Her Majesty's Loyal Opposition in the House of Commons?

CONTENT CATEGORIES

1. to examine and critique proposed legislation carefully (usually in committee)
2. to formally debate proposed legislation in the House
3. to question the government on issues and activities of concern to the electorate
4. to represent the people of their constituencies
5. to act as a check on the government: keep the ruling party from becoming dictatorial, make sure bills are passed properly, see that civil rights of the populace are not violated

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	15.5	
INAPPROPRIATE	29	44.5
CATEGORY 5	6.5	
CATEGORY 1 PLUS PARTIALLY APPROPRIATE	0.5	
CATEGORY 2 PLUS PARTIALLY APPROPRIATE	0.5	
CATEGORY 3 PLUS PARTIALLY APPROPRIATE	0.5	
CATEGORY 5 PLUS PARTIALLY APPROPRIATE	4	
CATEGORIES 3 AND 5	3	
CATEGORIES 4 AND 5	5	
CATEGORIES 1 AND 2	11.5	
CATEGORIES 1 AND 2 PLUS ONE OTHER (appropriate)	24	55.5

COMMENTARY

The major misunderstanding in response to this item is a confusion of "Her Majesty's Loyal Opposition" with "Her Majesty" or "Her Majesty's representative." This accounts for 20 per cent of the students (the other nine per cent being miscellaneous guesses or facetious comments).

Of those papers which demonstrate a very basic understanding (2 categories) of the functions of an opposition, a truly representative picture of the responses would probably require a collapsing of categories 1 with 2 and 3 with 4 because the distinctions made are imprecise. However, one-quarter of the students express a reasonably clear knowledge of the significance of the opposition in a parliamentary system.

1.4 THE CANADIAN PARLIAMENTARY SYSTEM

Grade 12 - Written Response

In our parliamentary system, what is a private member's bill?

CONTENT CATEGORIES

1. a proposed piece of legislation
2. presented in the House of Commons or a provincial legislature
3. by an elected member of any party, e.g., a member of the Opposition, a Government backbencher
4. on a matter which is beyond the specific platform or programme of that party's caucus, e.g., in response to a special issue raised by that member's constituents, a concern of a pressure group
5. additional information regarding parliamentary procedures

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	35	
INAPPROPRIATE	31	66
CATEGORY 3	8	
CATEGORY 4	2	
CATEGORY 5	2	
CATEGORIES 1 AND 3	1	
CATEGORIES 2 AND 3	2	
CATEGORIES 2 AND 4	1	
CATEGORIES 3 AND 4	8	
CATEGORY 5 PLUS ONE OTHER (mixed)	2	
CATEGORY 2 PLUS ONE OTHER (mixed, appropriate) AND ONE PARTIALLY APPROPRIATE	1	
CATEGORIES 2, 3 AND 4	2	
CATEGORIES 3, 4 AND 5	2	
CATEGORY 5 PLUS TWO OTHERS (mixed, appropriate)	1	
CATEGORIES 2, 3, 4 AND 5	1	
CATEGORIES 1 THROUGH 5	1	34

COMMENTARY

This is a very difficult question for students. They appear to be confused by the phrases "private member" and "parliamentary system." In order to compensate for their lack of precise understanding of the question, they offer a considerable amount of extraneous detail on general parliamentary procedures.

1.4 THE CANADIAN PARLIAMENTARY SYSTEM

Grade 12 - Written Response

What are some of the controversies surrounding the Canadian Senate?

CONTENT CATEGORIES

1. the nature of its membership: age of the members (too old?), term of office too long?, should they be elected, not appointed?, stricter rules to avoid abuse of privileges?

2. the nature of its functions: "sober, second look" at legislation, represent provincial interests, provide a major source of potential patronage

3. should it be abolished? an obsolete concept; i.e., Fathers of Confederation tended to be rather undemocratic, property-elite oriented; waste of time, talent, experience and money; does it perform any essential service?

4. should it be reformed? e.g., modified to operate under special constitutional powers as in the U.S.A.?

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	24	
INAPPROPRIATE	39	63
CATEGORY 1 (nature of membership)	4	
CATEGORY 2 (nature of functions)	6	
CATEGORY 3 (should the senate be abolished? largely interpretive)	2	
CATEGORIES 1 AND 2	9	
CATEGORIES 1 AND 3	5	
CATEGORIES 1 AND 4 (possibilities for reform)	1	
CATEGORIES 2 AND 3	2	
TWO CATEGORIES (mixed, plus some inappropriate)	4	
CATEGORIES 1 AND 2 PLUS 3 AND/OR 4	4	37

COMMENTARY

The students do not seem to be well enough acquainted with the structure of our parliamentary system to consider the controversies surrounding the Senate. Without a working knowledge of the nature of the membership and the nature of that body's purposes and functions (present and historical), it is very difficult to discuss reform or abolition intelligently.

2.2 ECONOMIC CONDITIONS

Grade 6 - Written Response (all level item)

What is Alberta's Heritage Trust Fund and how is it used?

CONTENT CATEGORIES

what it is

1. special fund set up by the government of Alberta
2. out of a percentage of revenues from natural resources (mainly the oil and natural gas industry)
3. totals in the billions of dollars (approximately seven)

major purposes

4. to secure the economic future of Alberta, i.e., aid in the diversification of Alberta's economy
5. to develop the social, cultural (and political) life of Albertans

examples of uses to date

6. doing research
7. investigating possibilities for new ventures
8. cultural programmes and projects
9. loans to other provinces, purchase of railway cars

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	33
INAPPROPRIATE (off topic, nonsensical, misconceptions, etc.)	23 56
CATEGORY 1	.5
CATEGORY 2	1.5
CATEGORY 4	5
CATEGORY 5	6.5
CATEGORY 6	.5
CATEGORY 8	10

2.2 ECONOMIC CONDITIONS (Cont'd)
Grade 6 - Written Response (all level item)

CATEGORY 9	1.5	
CATEGORY 1 (inappropriate) AND ONE OTHER CATEGORY	1	
CATEGORY 2 (inappropriate) AND 4	2	28.5
CATEGORIES 1 AND 4	1.5	
CATEGORIES 1 AND 5	1	
CATEGORY 1 AND ONE OTHER CATEGORY (mixed)	2	
CATEGORIES 2 AND 4	1	
CATEGORIES 2 AND 5	1	
CATEGORIES 2 AND 8	2.5	
CATEGORIES 2 AND 9	1	
CATEGORIES 4 AND 5	2.5	
CATEGORIES 8 AND ONE OR TWO OTHER CATEGORIES (mixed)	1	
CATEGORIES 2 AND 9 AND ONE OTHER CATEGORY (mixed)	1	
CATEGORY 9 AND TWO OR THREE OTHER CATEGORIES (mixed)	1	15.5

COMMENTARY

Over 50 per cent of the students can not answer this question. Of the appropriate answers, most students can not say what the Alberta Heritage Trust Fund is but respond in terms of how it has been used. The common specifics are about the 75th Anniversary celebrations and providing loans to other provinces. Where they do address the question of what it is, they interpret the cue word "heritage" literally in terms of collecting and preserving cultural artifacts. Regarding economic purposes, the answers are quite simplistic, e.g., "to buy or build things for Alberta." The major misconceptions have to do with confusing the purposes of the fund with the regular social programmes of the various levels of government.

2.2 ECONOMIC CONDITIONS

Grade 9 - Written Response (all level item)

What is Alberta's Heritage Trust Fund and how is it used?

CONTENT CATEGORIES

what it is

1. special fund set up by the government of Alberta
2. out of a percentage of revenues from natural resources (mainly the oil and natural gas industry)
3. totals in the billions of dollars (approximately 7)

major purposes

4. to secure the economic future of Alberta, i.e., aid in the diversification of Alberta's economy
5. to develop the social, cultural (and political) life of Albertans

examples of uses to date

6. doing research
7. investigating possibilities for new ventures
8. cultural programmes and projects, e.g., Alberta '75, historical artifacts
9. loans to other provinces, railway cars, special construction projects

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	17	
INAPPROPRIATE	32	49
CATEGORY 1	10	
CATEGORY 2	1	
CATEGORY 3	1	
CATEGORY 4	5	
CATEGORY 5	3	
CATEGORY 6	1	

2.2 ECONOMIC CONDITIONS (Cont'd)
Grade 9 - Written Response (all level item)

CATEGORY 8	7	
CATEGORY 1 PLUS TWO OR THREE OTHERS (mixed)	7	
CATEGORY 2 PLUS TWO OR THREE OTHERS (mixed)	10	
CATEGORY 3 PLUS TWO OR THREE OTHERS (mixed)	3	
CATEGORY 4 PLUS TWO OR THREE OTHERS (mixed)	1	
FOUR OR MORE CATEGORIES (mixed)	2	51

COMMENTARY

Approximately one-half of the students have a general idea of what the fund is and how it might be used. However, the answers are imprecise, lack supporting examples or provide inappropriate information so that it is difficult to profile distinctive combinations of categories. Typical examples of use include 75th Anniversary celebrations, railway cars and loans to other provinces.

2.2 ECONOMIC CONDITIONS

Grade 12 - Written Response (all level item)

What is Alberta's Heritage Trust Fund and how is it used?

CONTENT CATEGORIES

what it is

1. special fund set up by the government of Alberta
2. out of a percentage of revenues from natural resources (mainly the oil and natural gas industry)
3. totals in the billions of dollars (approximately seven)

major purposes

4. to secure the economic future of Alberta. i.e., aid in the diversification of Alberta's economy
5. to develop the social, cultural (and political) life of Albertans

examples of uses to date

6. doing research
7. investigating possibilities for new ventures
8. cultural programmes and projects
9. loans to other provinces, other projects - grain cars, Prince Rupert

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	5	
INAPPROPRIATE	22	27
CATEGORY 1	10	
CATEGORY 2	5	
CATEGORY 4	1	
CATEGORY 5	4	
CATEGORY 7	1	
CATEGORIES 1 AND 2	11	

2.2 ECONOMIC CONDITIONS (Cont'd)

Grade 12 - Written Response (all level item)

CATEGORIES 1 AND 5	1	
CATEGORIES 2 AND 3	1	
CATEGORIES 2 AND 5	5	
CATEGORIES 2 AND 9	4	
CATEGORIES 3 AND 5	1	
CATEGORIES 4 AND 5	1	
CATEGORIES 5 AND 8	1	
CATEGORIES 2, 3 AND 4	1	
CATEGORIES 2, 3 AND 5	2	
CATEGORIES 2, 4 AND 5	2	
CATEGORIES 2, 4 AND 9	5	
CATEGORIES 2, 5 AND 9	5	
THREE OR FOUR CATEGORIES (mixed)	12	73

COMMENTARY

Most students realize that the fund has originated somehow from oil and gas revenues. They are definite that the fund is to be used for social and cultural projects and subsidies. The majority of students also think that the money would be used at some future date (after the oil supply is depleted) to bolster Alberta's economy.

Over 20 per cent of the answers involve emotional and quite incoherent tirades against various aspects of governments and politicians in general (Lougheed, Trudeau, the "feds," the East).

One would have to conclude that the students demonstrate a general understanding in response to this question. However, they do not provide much in the way of supportive evidence or cogent argument in their remarks.

2.3 MULTICULTURALISM IN A BILINGUAL CANADA

Grade 9 - Written Response

What are three rights guaranteed to status Indians by the Canadian Government?

CONTENT CATEGORIES

1. annual cash payments, social assistance
2. reserve land exclusive to Indians - land claims
3. no taxes on reserves
4. mineral rights on reserves, land claims
5. hunting, fishing and trapping rights
6. free education
7. free medical services
8. heavily subsidized housing, public works on reserves
9. preservation of culture/traditions: language, customs, religion, e.g., burial grounds
10. civil rights: equal opportunities, consultation on constitutional change

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	19.0
INAPPROPRIATE	3.5 22.5
CATEGORY 1	0.5
CATEGORY 2	9.0
CATEGORY 3	1.0
CATEGORY 5	2
CATEGORY 6	0.5
CATEGORY 7	0.5
CATEGORY 8	0.5
CATEGORY 9	2.0

2.3 MULTICULTURALISM IN A BILINGUAL CANADA (Cont'd)
Grade 9 - Written Response

CATEGORY 10	5.0	21.0
CATEGORIES 1 AND 2	5.5	
CATEGORIES 1 AND 8	1.0	
CATEGORIES 1 AND 10	1.0	
CATEGORIES 2 AND 5	4.0	
CATEGORIES 2 AND 6	1.5	
CATEGORIES 2 AND 8	1.0	
CATEGORIES 2 AND 9	6.5	
CATEGORIES 2 AND 10	11.0	
CATEGORIES 5 AND 8	0.5	
TWO CATEGORIES (mixed)	2.5	55.5
CATEGORIES 1, 2 AND 3	2.0	
CATEGORIES 1, 2 AND 5	2.5	
CATEGORIES 1, 2 AND 6	1.5	
CATEGORIES 1, 2 AND 8	3.0	
CATEGORIES 1, 2 AND 9	1.0	
CATEGORIES 1, 2 AND 10	7.0	
CATEGORIES 2, 6 AND 7	1.0	
CATEGORIES 2, 6 AND 8	0.5	
THREE CATEGORIES (mixed)	2.0	
FOUR OR MORE CATEGORIES (mixed)	1.5	22.0

COMMENTARY

Generally speaking, this question is quite well answered. The predominant categories of response are 1, 2, 9 and 10. Categories 3 through 8 are not emphasized. It is interesting to note that categories 9 and 10 (which are added to the scoring guide on the basis of student response) do not focus primarily on the "guaranteed" rights of "status" Indians. These students tend to see the conditions of life and aspirations of the native peoples without such distinctions.

2.3 MULTICULTURALISM IN CANADA

Grade 12 - Written-Response

Define the term "cultural mosaic" as it applies to Canada.

CONTENT CATEGORIES

the concept

1. an ethnic mosaic has been defined as a pluralist society, i.e., the different groups are encouraged to retain their identities and receive support to do so

2. in order to contribute a richness and variety to the culture as a whole and develop an overall attitude of tolerance

3. depends on the ability of all groups to share equally in the benefits of society

pro

4. the B.N.A. Act supports language and religious rights, especially French and English

5. the Bill of Rights counters discrimination

6. the federal government (through treaties, Indian Act) provides special funds, services and protection for native peoples

7. recently, federal and provincial governments have made funds available for educational and cultural activities of many ethnic organizations (multi-culturalism)

8. Canada was settled by immigrants from many lands - often arriving in large groups and settling in common and/or isolated areas, e.g., Chinatown in Vancouver - therefore, establishing the precedent for a mosaic

con

9. disputes still rage over the protection and support of French language and cultural rights as a founding nation

10. native peoples feel their culture has been totally undermined and nothing satisfactory has been provided to replace it, also, natives are differentiated artificially into status and non-status, feel they have been kept as wards of the government

11. examples of prejudice - internment of the Japanese, Asians

12. melting pot theories

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	14
INAPPROPRIATE	13 27

2.3 MULTICULTURALISM IN CANADA (Cont'd)
Grade 12 - Written Response

CATEGORY 1	32	
CATEGORY 3	1	
CATEGORY 4	1	
CATEGORY 8	1	
CATEGORY 12	2	
CATEGORY 1 PLUS ONE OTHER (inappropriate)	1	
ONE CATEGORY (unclassified)	5	
CATEGORIES 1 AND 2	15	
CATEGORIES 1 AND 3	1	
CATEGORIES 1 AND 8	6	
CATEGORIES 1 AND 12	2	
CATEGORIES 1, 2 AND 8	6	73

COMMENTARY

The majority of students are acquainted with the term "mosaic" as applied to the preservation of the various cultural heritages within Canada. Some students confuse "mosaic" with "melting pot," but over four per cent attempt to clarify the distinguishing features of each in order to convey the idea of pluralism. The concept of a pluralist society is implicit in most answers although the term is not generally employed. Very few students support their answers with specific examples and not one student mentions the native peoples of this land.

2.4 RESOURCE USE AND CONSERVATION

Grade 6 - Written Response (all level item)

Why are oil, coal and gas called non-renewable resources?

CONTENT CATEGORIES

1. they cannot be replaced once they are used up, cannot be recycled, cannot grow, become burned up
2. it takes millions of years to form fossil fuels
3. not man-made, limited quantity
4. must search for alternative sources of energy: conservation
5. pollution and waste
6. miscellaneous: uses

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	14	
INAPPROPRIATE	16	30
CATEGORY 1 (cannot be replaced)	39	
CATEGORY 2 (many years to make)	5	
CATEGORY 3 (not man-made, limited supply)	8	
CATEGORY 5 (when burned up, leave only waste)	1	53
CATEGORIES 1 and 2	1	
CATEGORIES 1 and 3	2	
CATEGORIES 1 and 4	2	
CATEGORIES 1 and 6	3	
ANY TWO CATEGORIES (excluding 1)	6	
ANY THREE CATEGORIES	2	
ANY FOUR CATEGORIES	1	17

COMMENTARY

The most common difficulty encountered by the students in response to this item seems to be a misinterpretation of the precise content being required. To their credit, all but 14 per cent of the students attempt an answer to the question but tend to get caught up in details about the uses of fossil fuels, the wastes produced by their consumption and the necessity for their conservation and discovery. These students appear to assume that the definition of "non-renewable" is self-evident.

Generally speaking, however, over 50 per cent of the students demonstrate a basic understanding of the term in the sense of "cannot be replaced, once used up."

2.4 RESOURCE USE AND CONSERVATION

Grade 6 - Written Response

Give two reasons why it is important that Canadians conserve their natural resources.

CONTENT CATEGORIES

1. non-renewable (e.g., fossil fuels like oil, gas, coal): they are being rapidly depleted, when they are gone there will be no more (take millions of years to form), therefore, they must be conserved until alternative sources of energy are viable on a large scale, if not, entire economic system would be affected: industries, products, jobs would disappear, higher prices, taxes to consumers

2. renewable (e.g., water, forest, arable land): can be made to last through careful management, e.g., pollution control, reforestation, crop rotation, if they are not many species of plants and animals will become extinct, food shortages would occur, health problems, diseases would increase, entire balance of nature (ecosystem) could be seriously affected

3. we must make sure that there will be enough resources to provide the necessities of life for many generations to come

4. Canada is very rich in resources in comparison to other parts of the world, therefore, conservation of our resources is important to other peoples too

5. as world population increases, the quality of life will be altered unless we learn now to conserve, recycle and share

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	8
INAPPROPRIATE	13.5 21.5
CATEGORY 1 (non-renewable, i.e., oil and gas)	17
CATEGORY 2 (renewable, e.g., forests)	4
CATEGORY 3 (enough resources for future needs)	12
CATEGORY 4 (to sell to the world)	3
CATEGORY 5 (effects on the quality of life)	3
CATEGORIES 1 AND 2 (partially appropriate)	2
CATEGORIES 1 AND 3 (partially appropriate)	3

2.4 RESOURCE USE AND CONSERVATION (Cont'd)
Grade 6 - Written Response

CATEGORIES 1 AND 4 (partially appropriate)	1	
CATEGORIES 1 AND 5 (partially appropriate)	1	
CATEGORIES 2 AND 3 OR 4 OR 5 (partially appropriate)	3	
CATEGORIES 3 AND 4 OR 4 OR 5 (partially appropriate)	2	51.0
CATEGORIES 1 AND 2	2	
CATEGORIES 1 AND 3	6	
CATEGORIES 1 AND 4	2	
CATEGORIES 1 AND 5	4	
TWO CATEGORIES (mixed)	13	
THREE CATEGORIES (mixed)	.5	27.5

COMMENTARY

Although only eight per cent of the students make no response at all, over 40 per cent give only one reason for conservation. Another 11 per cent give two reasons, only one of which is appropriate.

The most popular reason given for conserving our natural resources is "because when they are gone there will be no more." Over 16 per cent use that as their only reason and another 14 per cent use it in conjunction with another category. A second recurrent idea is "to save them for our own use when we grow up." The understanding of limited quantities is implicit in these answers but their perspective places emphasis on having cars, heated houses and recreational areas for themselves in their own lifetime. Over 30 per cent respond in this manner.

There is a strong, singular association of the term "resources" with oil and gas. Where appropriate reference is made to renewable resources, the concentration of concern is with pollution.

2.4 RESOURCE USE AND CONSERVATION

Grade 9 - Written Response (all level item)

Why are oil, coal and gas called non-renewable resources?

CONTENT CATEGORIES

1. they cannot be replaced once they are used up: cannot be recycled, cannot grow, become burned up
2. It takes millions of years to form fossil fuels
3. discovery and development of alternate sources of energy
4. waste, pollution, conservation

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	4	
INAPPROPRIATE	8	12
CATEGORY 1	35	
CATEGORY 2	6	
CATEGORY 3	5	
CATEGORY 4	2	
CATEGORIES 1 AND 2	10	
CATEGORIES 1 AND 3	8	
CATEGORIES 1 AND 4	11	
CATEGORIES 2 AND 3	2	
CATEGORIES 1, 2 AND 3	1	
CATEGORIES 2, 3 AND 4	2	
CATEGORIES 1, 3 AND 4	4	
FOUR CATEGORIES	2	88

COMMENTARY

Students answer this question well. The only area of difficulty is in conceptualizing the geological time and processes necessary to produce fossil fuels.

2.4 RESOURCE USE AND CONSERVATION

Grade 12 - Written Response (all level item)

Why are oil, coal and gas called non-renewable resources?

CONTENT CATEGORIES

1. they cannot be replaced once they are used up: cannot be recycled, contrasted with renewable, e.g., forests which grow
2. it takes millions of years to form fossil fuels
3. development of alternate energy sources: shortages, conservation, synthetic substitutes, solar, wind, water, nuclear
4. pollution and waste: smog; radioactive (nuclear waste), highly volatile political issues

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	1	
INAPPROPRIATE	6	7
CATEGORY 1	36	
CATEGORY 2	10	
CATEGORY 3	1	
CATEGORIES 1 AND 2	14	
CATEGORIES 1 AND 3	11	
CATEGORIES 1 AND 4	4.5	
CATEGORIES 2 AND 4	4	
CATEGORIES 1, 2 AND 4 (one category partially appropriate)	7	
CATEGORIES 1, 2 AND 4	3	
CATEGORIES 1, 2, 3 AND 4 WITH SUPPORTING DETAILS	2.5	93

COMMENTARY

Over 90 per cent of the students demonstrate an understanding of the term "non-renewable", however, only a small number make any real effort to elaborate their answers (13 per cent). Among these, conservation is a major concern. Also, there seems to be considerable pessimism at our ability to discover or develop viable alternatives in time to avert serious economic repercussions to the shortages and waste of fossil fuels.

2.5 ENVIRONMENTAL CONCERNS

Grade 6 - Written Response

Give two ways in which the growth of Canadian cities affect farm production.

CONTENT CATEGORIES

1. farming has become complicated, big business, i.e., large farms, high technology, high production costs, high yield, low manpower
2. crops are specialized for the needs of the urban centre and grown for cash value, e.g. market gardens, dairy farms
3. pollution from industrial zones can harm nearby crops and animals
4. at the edge of cities, arable land is often subdivided for development (i.e., urban sprawl), e.g., acreages, industrial parks, recreational sites
5. miscellaneous, minimally relevant comments/details, e.g., nature of urbanization, processed food (often interpretive, judgemental statements)

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	4	
INAPPROPRIATE (off topic, nonsensical, misconceptions, etc.)	10	14
PARTIALLY APPROPRIATE (one statement from categories 1 to 4, paired with category 5 and/or inappropriate statement)	10	
CATEGORY 1 (new farming techniques, lower farm population)	.5	
CATEGORY 2 (increased, specialized farm production)	2	
CATEGORY 3 (pollution)	12	
CATEGORY 4 (urban sprawl)	25	49.5
CATEGORIES 1 and 2 (farming techniques and pollution)	.5	
CATEGORIES 1 and 4 (farming techniques and urban sprawl)	1	
CATEGORIES 2 and 3 (increased production and pollution)	1	
CATEGORIES 2 and 4 (increased production and urban sprawl)	3	
CATEGORIES 3 and 4 (pollution and urban sprawl)	29	
COMBINATION OF THREE CATEGORIES (e.g. 1, 2 and 4; 2, 3 and 4)	2	36.5

COMMENTARY

Almost 50 per cent of the students offered essentially one effect of the growth of cities on farm production. It is interesting to note that categories 3 (pollution) and 4 (urban sprawl) are by far the most popular single and combined answers comprising 66 per cent in all. It might be concluded that most of these students view urban growth as a destructive influence on agriculture. Very few students (three to four per cent) concentrate on the idea of farm production.

2.6 GLOBAL ISSUES - CANADA'S EXTERNAL POLICIES

Grade 6 - Written Response

What kinds of aid does Canada give to other countries?

CONTENT CATEGORIES

1. United Nations, e.g., UNICEF, UNESCO and other agency programmes
2. military aid to allies; e.g., NATO, NORAD, UN peacekeeping, advisors, weapons, technoloy, troops
3. through the Commonwealth, CIDA, educators, agriculturalists and other professionals help to set up schools, hospitals and training programmes, provide exchange programmes for students, sometimes send direct aid, e.g., seeds, fertilizers, machinery, energy projects, appliances, construction projects, e.g., roads, bridges, airports
4. emergency aid in times of disaster, e.g., medical help, food, clothing, shelter for earthquake victims, rescue of American diplomats in Iran
5. charitable organizations, contributions (money), volunteer work, foster parents
6. accepting refugees
7. miscellaneous industrial products - confused idea of aid with trade, e.g., Alberta oil and gas to other parts of Canada

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	12	
INAPPROPRIATE	31	43
CATEGORY 3 (build roads, schools, hospitals)	1	
CATEGORY 4 (food, shelter, clothing, medical aid)	22	
CATEGORY 5 (charitable organizations and money)	2	
CATEGORY 7 (inappropriate) PLUS ONE OTHER CATEGORY	4	
CATEGORY 2 (military activity - inappropriate) PLUS ONE OTHER CATEGORY	3	32
CATEGORIES 3 AND 4	2	
CATEGORIES 4 AND 5	2	

2.6 GLOBAL ISSUES - CANADA'S EXTERNAL POLICIES (Cont'd)
Grade 6 - Written Response

TWO CATEGORIES (e.g., land 5, 4 and 6)	2	
THREE CATEGORIES (two of which are inappropriate)	2	
THREE CATEGORIES (one of which is inappropriate, usually 2 or 7)	8	
THREE CATEGORIES (mixed)	4	
FOUR CATEGORIES (two of which are inappropriate)	2	
FOUR CATEGORIES (one of which is inappropriate, usually 2 or 7)	2	
FOUR CATEGORIES (mixed)	1	25

COMMENTARY

This is not a well-developed concept at the grade 6 level. The major misconception is a confusion of the idea of assistance with trade. In this context, there are even some students who mention the lower domestic oil and gas prices which Alberta provides to its fellow provinces as "aid to other countries."

Many of the appropriate responses are related to earthquake relief in the form of food, shelter, clothing, money and medical aid. A few related the idea of aid to UNICEF or the educational and agricultural assistance to underdeveloped countries. Eighteen students mention offering sanctuary to refugees. Thirty-seven students think military aid is active participation in war while only fifteen have any awareness of peace-keeping or alliances.

2.6 GLOBAL ISSUES - CANADA'S EXTERNAL POLICIES

Grade 12 - Written Response

List two ways in which wars fought between two other nations might have direct impact on Canada's welfare.

CONTENT CATEGORIES

1. economic interdependence, i.e.; import/export trade, inflation, depression, e.g., oil from Iran, opportunities of arms trade
2. alliances, i.e., obligation to come to the aid of fellow members (direct or indirect), e.g., NORAD, NATO, UN peacekeeping
3. refugees from war-torn region, e.g., southeast Asia
4. emergency assistance and supplies to war zone, e.g., medical teams
5. assistance after the conflict is over--rebuild cities, communications, economy
6. if a Great Power conflict (i.e., U.S.A.-U.S.S.R.) Canada caught between geographically, use of nuclear weapons could affect everyone, could affect world balance of power, could affect future political and economic systems

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	12	
INAPPROPRIATE	13	25
CATEGORY 1	19	
CATEGORY 2	6	
CATEGORY 5	0.5	
CATEGORY 6	10	35.5
CATEGORIES 1 AND 4	6	
CATEGORIES 2 AND 3	2	
CATEGORIES 2 AND 6	9.5	
CATEGORY 6 PLUS ONE OR TWO OTHERS (mixed)	4	
CATEGORIES 1, 2 AND 4	17	
CATEGORIES 1, 2, 4 AND 5	1	39.5

COMMENTARY

Most students think in terms of categories 1, 2 and/or 6. The general tone of these answers is one of fear--fear of nuclear annihilation, fear of radioactive pollutants, fear of destruction of the economy, fear of political take-over. Strangely enough, although these students are of draft age, they do not see the possibility of being directly involved themselves. They exhibit a rather detached sense of powerlessness.

Table 25

Comparison of All Level Written Response Item for Citizenship:
"What is the difference between an MLA and an MP?"

Content	Percentage of Students		
	Grade 6	Grade 9	Grade 12
No Response	47	44	13
Inappropriate	29	15	13
One Category	NIL	7	9
Two Categories	18.5	14	13
Three Categories	1	10	16
Four Categories	3.5	3.5	23
More Than Four Categories	1	2	13

All grade levels tested have difficulty comprehending just what this question requires. Approximately 75 per cent of the grade 6 students do not or cannot answer at all as compared to 75 per cent of the grade 12 students who show a basic understanding. Forty per cent of the grade 9 students know what a member of Parliament and a member of a legislative assembly are but do not elaborate their functions well.

Table 26

Comparison of All Level Written Response Item for Citizenship: "What is the Alberta Heritage Trust Fund and how is it used?"

Content	Percentage of Students		
	Grade 6	Grade 9	Grade 12
No Response	33	17	5
Inappropriate	23	32	22
One Category	28.5	28	21
Two Categories	12.5	NIL	25
Three Categories	2	21	15
Four Categories	1		12
More Than Four Categories	NIL	2	NIL

This is a very difficult question for grade 6. About one-half of the grade 9 students sampled are able to answer at a rather superficial level and approximately 70 per cent of the grade 12 sample offer appropriate responses.

Table 27

Comparison of All Level Written Response Item for Citizenship:
"Why are oil, coal and gas called non-renewable resources?"

Content	Percentage of Students		
	Grade 6	Grade 9	Grade 12
No Response	14	4	1
Inappropriate	16	8	6
One Category	53	48	47
Two Categories	14	31	33.5
Three Categories	2	7	10
Four Categories	1	2	2.5

The difficulty level of this item is such that it can be answered sensibly by all grades concerned. The grade 6 responses are rather simple and show some difficulty in staying on topic. The grade 12 responses are (not surprisingly) the best, although they do not give the impression that the question is taken as much of a challenge. The grade 9 responses match the grade 12 fairly closely and show considerable interest and effort in the question. One might conclude that those students sampled demonstrate an optimal level of knowledge and understanding in response to this item and that the item itself is most suited to a grade 9 level of comprehension.

All Level (Multi-Grade) Results in Citizenship

Tables 28 and 29 present information on the multilevel items (that is, common items presented to students at all three grade levels) for Citizenship. Table 29 contains the actual item stems classified by content module. For each item stem, the percentage of students responding correctly for each grade is given. The type of question (multiple choice, completion, or matching) is also identified.

The table below provides summary findings which permit comparisons among grades.

Table 28

Citizenship All Level (Multi-Grade) Averages: Percentages of Students Answering Common Items Correctly According to Content Module

Content Modules	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
1.0 The Canadian Political System			
1.1 Basic Terms and Concepts	33	46	63
1.2 Principles of Representative Democracy	52	66	84
1.4 Canadian Parliamentary System	22	33	44
1.5 Provincial Legislative System (Structure)	20	23	29
2.0 Knowledge of Main Public Affairs			
2.1 Adequacy of the Canadian Political Systems (name the political leaders)	13	28	41

Table 29, which includes the item stems and the detailed findings was examined in order to determine what trends occurred across grades.

The response rates for the majority of items in three modules (Basic Terms and Concepts, Principles of Representative Government and Adequacy of the Canadian Political Systems) generally show large improvements from grade 6 to grade 9 to grade 12. In the Canadian Parliamentary System module only half the items show much improvement with grade. In the Provincial Legislative System module, response rates for most items show very little change from grade to grade, except for the items on the number of seats in the legislature and the name of the Minister of Energy and Natural Resources. The improvement from grade 9 to grade 12 tends to be greater than the improvement from grade 6 to grade 9 on the items in the Basic Terms and Concepts module.

Specific items which show little change from grade to grade include: naming the Governor-General, identifying the function of the legislative

branch of government, the number of seats in the House of Commons, matching names with federal Cabinet ministers and naming the premiers of New Brunswick, Nova Scotia, and Prince Edward Island.

Table 29

Canadian Citizenship: Response Rates for Multilevel Items

Content Module and Item Stem	Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
1.0 The Canadian Political System			
1.1 Basic Terms and Concepts			
Democracy:			
* Representative democracy is a system of government in which the people	43	59	79
† A system of government in which people exercise power directly or through elected representatives	8	31	61
Federal System:			
* A federal system of government is one which has	28	30	49
† What are the three levels of government in Canada?	32	49	68
Constitutions:			
* The written part of the Canadian constitution is the	22	38	70
* The person who is appointed to represent Queen Elizabeth II in Canada is	41	56	82
Constitutional Monarchy:			
* The Queen's representative to a province is the	33	50	76
* A country that is governed by a monarch whose power is limited by law is	34	46	73
* Canada's Governor-General is	57	69	67
Parliamentary Government:			
* The combination of the House of Commons, Senate, and Governor-General is the	57	74	87

****

* Multiple Choice † Completion § Matching

Table 29 (Cont'd)

Content Module and Item Stem	Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Functions of Government:			
* The branch of the Canadian Government which has the power to make laws is the	54	60	61
* That part of the federal government which carries out and enforces the laws is the	13	18	24
* The branch of government which interprets the law is called the	27	38	59
§ Matching branches of government with function:			
Judicial branch	25	38	59
Executive branch	27	28	41
Legislative branch	31	44	54
1.2 Principles of Representative Democracy			
Political Parties:			
* The leader of the federal Progressive Conservative party is	62	80	91
* The leader of the federal Liberal party is	73	83	93
* The political party that presently governs Canada is	73	77	91
* The political party which is in power in Alberta is the	38	66	86
* The political party that has sought Quebec's separation from the rest of Canada is called the	56	79	93
Periodic Elections:			
* Provincial and federal elections must always occur within	25	37	58
Representation by Population:			
* An area represented by a member of Parliament is called a	35	41	73
1.4 Canadian Parliamentary System			
Governor-General:			
† The Queen's repesentative in Canada is	20	45	73
* The number of seats in the House of Commons at present is	26	22	25

****

* Multiple Choice † Completion § Matching

Table 29 (Cont'd)

Content Module and Item Stem	Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
* In the Canadian parliamentary system, the official Opposition is	38	62	87
* The official record of everything that is said in the House of Commons is called the	15	15	27
Cabinet:			
* The people selected by the prime minister to carry on the business of government are called the	46	74	86
§ Matching position with name of person currently holding it (federal):			
Minister of Defense	9	13	20
Minister of Agriculture	13	24	42
Minister of External Affairs	18	21	21
Minister of Energy	18	28	31
Minister of Finance	14	26	27
1.5 Provincial Legislative System (Structure)			
Lieutenant-Governor:			
* The Governor-General and lieutenant-governor are appointed for terms of	26	28	36
* The lieutenant-governor of Alberta is	12	20	23
Legislative Assembly:			
* The number of seats in the Alberta Legislative Assembly is	30	35	48
Cabinet:			
† Matching position with name of person currently holding it (provincial):			
Minister of Education	20	21	28
Minister of Energy and Natural Resources	18	31	37
Minister of Agriculture	17	15	19
Minister of Federal and Intergovernmental Affairs	16	14	20
Provincial Treasurer	17	18	19

****

* Multiple Choice † Completion § Matching

Table 29 (Cont'd)

Content Module and Item Stem	Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 1
2.0 Knowledge of Main Public Affairs in Canada			
2.1 Adequacy of the Canadian Political System			
Federal-Provincial Relations:			
* The leader of the Parti Québecois is	54	77	89
Political Leadership:			
† Name the premier of each Canadian province:			
British Columbia	7	24	60
Alberta	57	81	95
Saskatchewan	5	22	49
Manitoba	3	10	26
Ontario	5	17	38
Quebec	8	59	73
New Brunswick	1	5	8
Nova Scotia	1	2	3
Prince Edward Island	1	2	3
Newfoundland	2	5	11
Mean (Averages)	27	39	52

****

* Multiple Choice † Completion § Matching

GEOGRAPHY

1.0 LOCATION, SIZE AND SHAPE OF CANADA

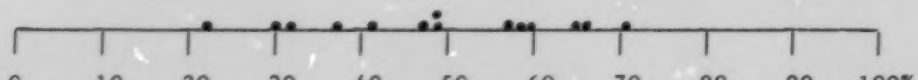
1.1 LOCATION

Table 30 Geography--Location of Canada: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Relative Position in the World Land Mass	49 (14)*	80 (7)	66 (1)*

*Note: numbers of test items used are recorded in parentheses.

Grade 6 Results

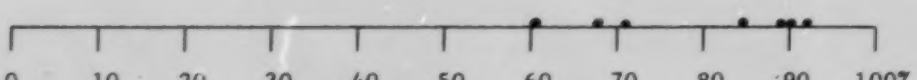


Range: 22-71, Median: 48

Item(s) least frequently correct: latitude of Canada-United States border.
Item(s) most frequently correct: continent on which Canada is located.

The grade 6 students have great difficulty with questions concerning longitude and latitude. Approximately one-half to two-thirds are able to locate each of the continents on a map. They have the most difficulty with Antarctica, Europe and Asia.

Grade 9 Results

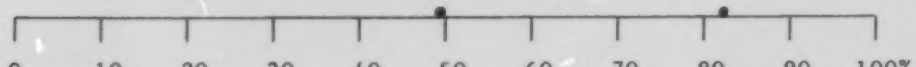


Range: 61-93, Median: 86

Item(s) least frequently correct: location of Antarctica and Asia.
Item(s) most frequently correct: location of North and South America.

Grade 9 students were tested only on the location of the continents. Each continent was identified correctly by approximately two-thirds or more of the students.

Grade 12 Results



Range: 49-83, Median: 66

Item(s) least frequently correct: latitudes between which the majority of Canadians live.
Item(s) most frequently correct: the hemispheres in which Canada is located.

The poor performance related to latitude may suggest a continuation of the low level of knowledge of latitude and longitude reflected in the grade 6 results.

1.2 SIZE

Table 31 Geography--Size of Canada: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Area of Canada in Comparison With Other Countries and Continents	51 (3)	50 (1)	53 (2)
Effects of Size	68 (17)	78 (15)	--

Grade 6 Results

Range: 35-95, Median: 67

Item(s) least frequently correct: number of time zones in Canada, results of recent immigration to Canada.
Item(s) most frequently correct: map location of Alberta, Saskatchewan and British Columbia.

Questions relating to the area of Canada in comparison to other countries are answered correctly by approximately one-half of the grade 6 students. The provinces are correctly located on the map by a substantial majority of the students, with the exception of the Maritimes (particularly Nova Scotia and New Brunswick). This parallels the Citizenship results where knowledge of provincial leadership is lowest for the Maritime provinces.

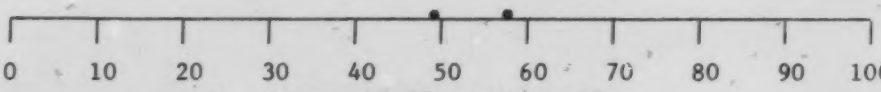
Grade 9 Results

Range: 21-99, Median: 84

Item(s) least frequently correct: number of time zones in Canada.
Item(s) most frequently correct: map location of Alberta, Saskatchewan and British Columbia.

The map location of each Canadian province is correctly identified by two-thirds or more of the grade 9 students. The Maritime provinces, as in grade 6, are the least well identified. Relatively few students (39 per cent) are able to identify freight rates as an issue for the prairies. Only one-half of the students are able to identify Canada's rank in the size of world countries.

Grade 12 Results



Range: 49-57, Median: 53

Item(s) least frequently correct: identification, in order of size, of the four largest countries.
Item(s) most frequently correct: rank of Canada in the size of world countries.

1.3 BOUNDARIES

Table 32 Geography--Boundaries of Canada: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Natural Coasts	68	88	91
Political	73	77	83

Grade 6 Results

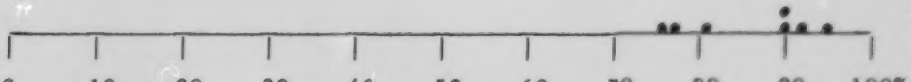
Range: 27-96, Median: 73

Item(s) least frequently correct: Canada's largest island, Fredericton is the capital city of New Brunswick.
Item(s) most frequently correct: Edmonton is the capital city of Alberta, Toronto is the capital city of Ontario; map location of Hudson Bay.

Natural boundaries (bodies of water surrounding Canada) are correctly identified on a map by two-thirds or more of the grade 6 students. However, identifying the Atlantic Ocean as being one of these boundaries is not very well understood. Identification of political boundaries is poor, in that only 55 per cent of the students are able to state the number of provinces in Canada. Fewer than two-thirds of the students are able to match the capital city with the correct Maritime province. Overall, most of the natural and political boundaries are correctly identified by large numbers of students.

Of the three areas in the module, i.e., location, size, and shape, many grade 6 students are best able to answer questions on Canadian boundaries but least able to answer questions on world locations. Overall performance is fairly high in all three areas as compared to the other Geography modules.

Grade 9 Results

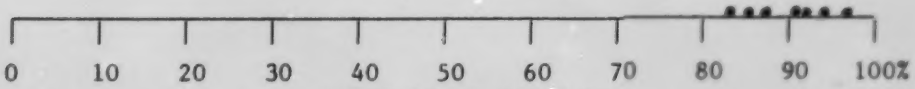


Range: 77-95, Median: 90

Item(s) least frequently correct: longest undefended boundary in the world.
Item(s) most frequently correct: location of Hudson Bay.

The natural boundaries of Canada (surrounding bodies of water) are correctly identified on a map by a large majority of the grade 9 students. As is the case for grade 6 students, grade 9 students are generally more knowledgable in this area than they are as to the relative world size and location of Canada.

Grade 12 Results



Range: 83-96, Median: 91

Item(s) least frequently correct: longest undefended boundary in the world.
Item(s) most frequently correct: location of Hudson Bay.

Results for grade 12 are similar to those of grade 9; the natural boundaries are correctly identified by a large majority of students.

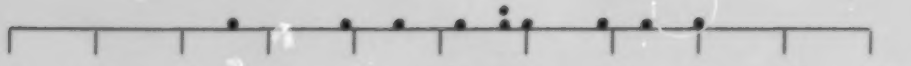
2.0 LOCATION, SIZE AND SHAPE OF ALBERTA

2.1 LOCATION

Table 33 Geography--Location of Alberta: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Relative Position	55 (7)	60 (2)	68 (1)
Effects of Location	60 (3)	25 (1)	--

Grade 6 Results

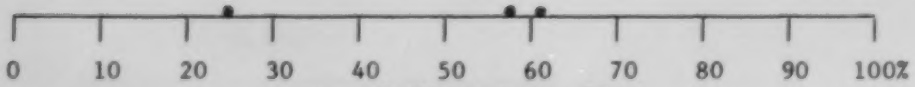


Range: 26-80, Median: 58

Item(s) least frequently correct: Alberta's northern and southern latitudes.
Item(s) most frequently correct: definition of the equator as dividing the northern and southern hemispheres, areas bordering Alberta, methods of transporting grain.

With the exception of two items on latitude, questions on the general location of Alberta are correctly answered by over half the grade 6 students. Approximately 60 per cent of the students realize that Alberta has no coastline while 70 per cent understand how Alberta's resources are transported to market.

Grade 9 Results *

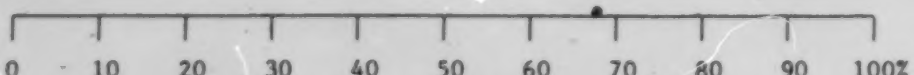


Range: 25-61, Median: 58

Item(s) least frequently correct: being landlocked causes Alberta some marketing problems.
Item(s) most frequently correct: unique features about living in Lloydminster.

Six in ten students know that Alberta is landlocked.

Grade 12 Results



Range: , Median:

Sixty-eight per cent of the grade 12 students are able to identify the main geological formation in Alberta.

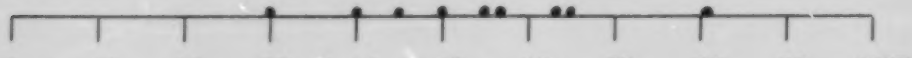
* See written response item for grade 9, page 125.

2.2 SIZE

Table 3[illegible]raphy--Size of Alberta: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Area in Comparison With Other Provinces	54 (2)	55 (1)	--
Effects of Size	48 (7)	64 (6)	74 (6)

Grade 6 Results

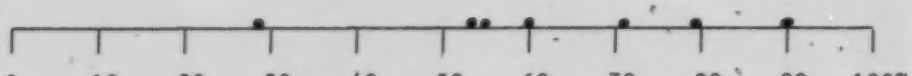


Range: 30-81, Median: 55

Item(s) least frequently correct: barrier to transportation in the west of Alberta.
Item(s) most frequently correct: identification of Rocky Mountains on map of Alberta.

Grade 6 students' knowledge of the area of Alberta relative to the rest of Canada is moderate. Identification of geological areas is mixed: the Northern Alberta Uplands and the Canadian Shield were identified by the fewest students but the Rocky Mountains were identified correctly by most students.

Grade 9 Results

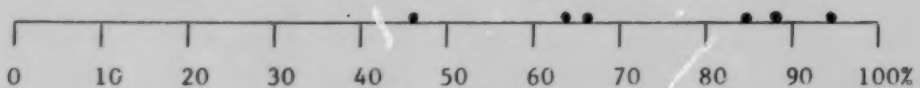


Range: 28-90, Median: 60

Item(s) least frequently correct: region of Alberta with lowest elevation.
Item(s) most frequently correct: identification of Rocky Mountains on map of Alberta.

Most grade 9 students are able to identify, on a map, the major geological areas of Alberta. However, only six in ten identified the Canadian Shield and the Northern Alberta Upland.

Grade 12 Results



Range: 47-94, Median: 75

Item(s) least frequently correct: most important form of transportation to the town of Grand Cache.
Item(s) most frequently correct: location of the Rocky Mountains.

Grade 12 students were primarily tested on their knowledge of the geological areas of Alberta. Results parallel those of grade 6 and 9 students: most students are able to identify the Rocky Mountains, while many are not able to identify the Canadian Shield and the Northern Alberta Upland.

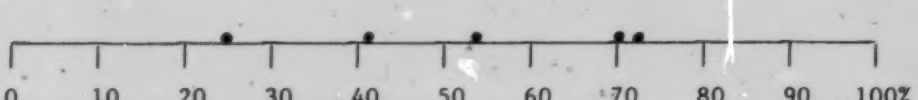
Note that knowledge of the geological areas of Alberta, is generally lowest for grade 6 students and highest for grade 12 students.

2.3 BOUNDARIES

Table 35 Geography--Boundaries of Alberta: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Political	55	75	---
Natural	41	46	46

Grade 6 Results

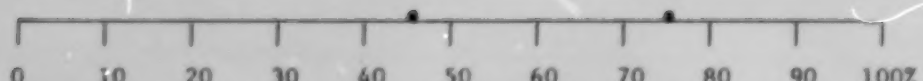


Range: 24-72, Median: 54

Item(s) least frequently correct: identification of great divide, western boundary of Alberta.
Item(s) most frequently correct: region north of Alberta, capital city of Canada.

Results suggest grade 6 students are more aware of Alberta's location within Canada than of specific details of Alberta's political and natural boundaries.

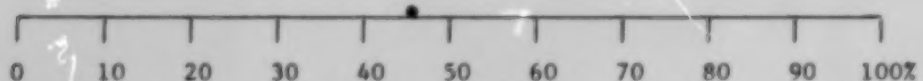
Grade 9 Results



Range: 46-75, Median: 61

Item(s) least frequently correct: identification of the largest landform region in Alberta.
Item(s) most frequently correct: smallest Canadian province in area.

Grade 12 Results



Range: , Median:

Forty-six per cent of grade 12 students are able to name the landform region in which most of Alberta is located.

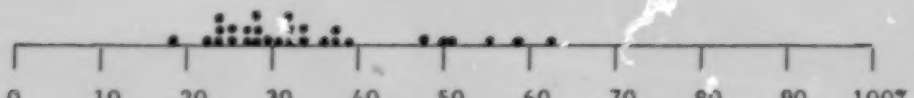
3.0 PHYSICAL ELEMENTS

3.1 STRUCTURE AND RELIEF

Table 36 Geography--Structure and Relief: Successful Responses by Grades

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Natural Drainage and Water Supply	33 (26)	42 (30)	53 (29)
Physiographic Landform Regions	45 (3)	60 (9)	67 (11)

Grade 6 Results

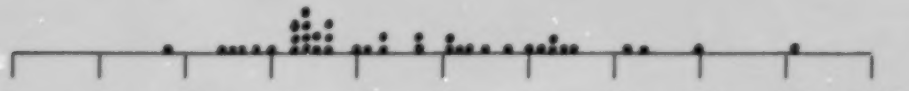


Range: 18-62, Median: 32

Item(s) least frequently correct: map location of Lake Huron.
Item(s) most frequently correct: map location of St. Lawrence River.

Grade 6 students are generally unable to locate major Canadian rivers and lakes on a map of Canada. Of 25 Canadian and Albertan rivers and lakes, only four (St. Lawrence River, Saskatchewan River, Ottawa River, and Lake Winnipeg) are correctly identified by over 50 per cent of the students.

Grade 9 Results

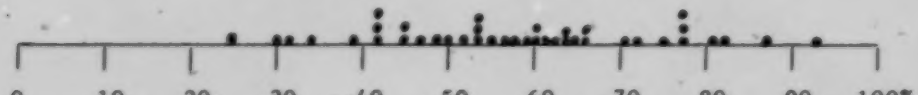


Range: 18-91, Median: 44

Item(s) least frequently correct: map location of Lake Huron, Lake Erie, Lake Ontario, Bow and Peace Rivers.
Item(s) most frequently correct: map location of the Arctic Islands, Lake Winnipeg, St. Lawrence River, and Western Cordillera.

Grade 9 students are better able to identify map locations of rivers and lakes than are grade 6 students. Overall percentages are still low. Only eight out of 25 rivers and lakes are correctly identified by over one-half the students. Drainage basins are also poorly identified. Grade 9 students are much better at identifying the major physiographic regions of Canada.

Grade 12 Results



Range: 25-93, Median: 57

Item(s) least frequently correct: map location of the Peace River, Lake Huron and Lake Ontario.
Item(s) most frequently correct: location of Arctic Islands and Lake Winnipeg.

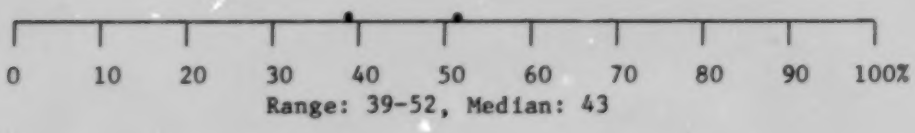
Students demonstrated a low level of knowledge in this area with the exception of natural drainage basins and physiographic regions of Canada.

3.2 CLIMATE

Table 37 Geography--Climate: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Climate Controls	46 (2)	76 (2)	68 (2)

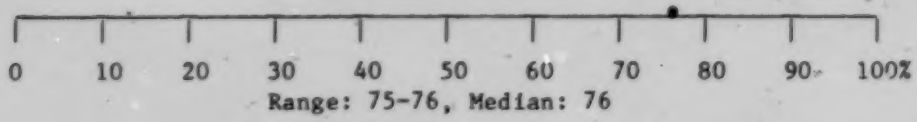
Grade 6 Results *



Range: 39-52, Median: 43

Item(s) least frequently correct: Cumulus clouds.
Item(s) most frequently correct: Chinooks.

Grade 9 Results



Range: 75-76, Median: 76

Seventy-six per cent of grade 9 students know what a chinook is.

* See written response item for grade 6, page 126.

Grade 12 Results *

Range: 51-85, Median: 68

Item(s) least frequently correct: reason for mild climate in St. Lawrence Lowlands.
Item(s) most frequently correct: Chinooks.

4.0 SOILS AND NATURAL VEGETATION

4.1 NATURAL SOIL REGIONS OF CANADA

Table 38 Geography--Natural Soil Regions of Canada: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Soils Unique to Western Canada	54 (1)	--	12 (2)
Other Canadian Soils	73 (1)	--	--

Grade 6 Results

Range: 54-73, Median: 64

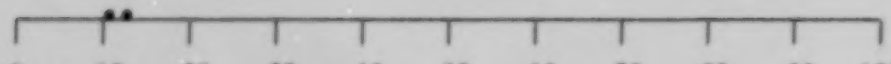
Item(s) least frequently correct: Black Grassland.
Item(s) most frequently correct: Tundra.

Grade 9 Results

There are no objective items on soil regions at the grade 9 level.

* See written response item for grade 12, page 128.

Grade 12 Results *



Range: 11-13, Median: 12

Item(s) least frequently correct: use of the largest area of land within the brown soil zone in Alberta.
Item(s) most frequently correct: most fertile prairie soil.

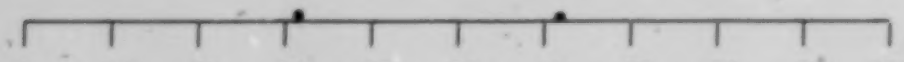
The majority of grade 12 students found these two items difficult to answer.

4.2 INTERRELATIONSHIP OF MAN AND SOILS

Table 39 Geography--Interrelationship of Man and Soils: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Shift in Prairie Soil	47 (1)	--	66 (1)

Grade 6 Results



Range: 32-62, Median: 47

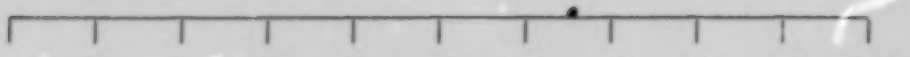
Item(s) least frequently correct: location of irrigation in Alberta.
Item(s) most frequently correct: definition of irrigation.

Grade 9 Results

There are no objective items on prairie soils at the grade 9 level.

* See written response item for grade 12, page 130.

Grade 12 Results



Range: , Median:

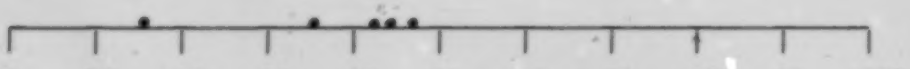
Sixty-six per cent of grade 12 students are able to identify the Western province with the least amount of arable land.

4.3 NATURAL VEGETATION REGIONS

Table 40 Geography--Natural Vegetation Regions: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Alberta Vegetation Regions	—	52 (1)	—
Other Canadian Regions	37 (5)	64 (1)	45 (2)

Grade 6 Results *



Range: 16-47, Median: 43

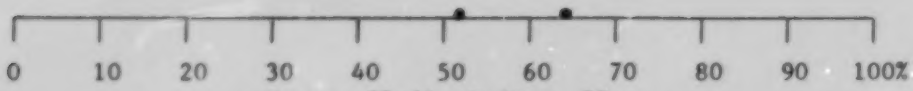
Item(s) least frequently correct: location of tallest trees in Canada.
Item(s) most frequently correct: type of plants in the tundra.

The majority of grade 6 students do not know the location of natural vegetation regions in Canada or the types of vegetation present in these regions.

Looking at all three topics under Soils and Natural Vegetation, it would appear that grade 6 students are more knowledgeable about natural soil regions than natural vegetation regions in Canada.

* See written response item for grade 6, page 131.

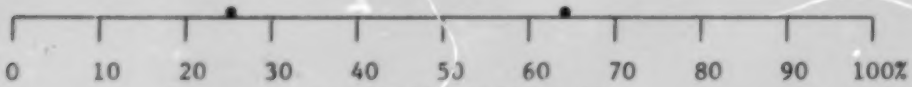
Grade 9 Results



Range: 52-64, Median: 58

Item(s) least frequently correct: name of vegetation zone in southeastern Alberta.
Item(s) most frequently correct: vegetation region least suitable for agriculture.

Grade 12 Results



Range: 26-64, Median: 45

Item(s) least frequently correct: region which would be most affected ecologically by industrial development.
Item(s) most frequently correct: two vegetation belts with very little grain farming.

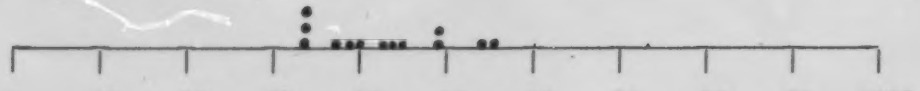
5.0 POPULATION AND SETTLEMENT

5.1 DEMOGRAPHY

Table 41 Geography--Demography: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Numbers	37	--	--
Distribution	47	43	60
Density	45	--	44
Growth Rate	--	58	--

Grade 6 Results

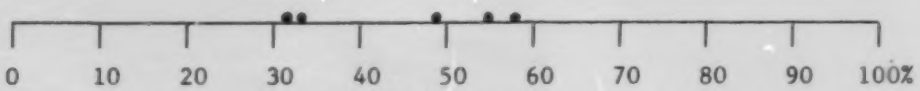


Range: 33-73, Median: 44

Item(s) least frequently correct: province with largest population, (geographical) region with the highest population density.
Item(s) most frequently correct: map location of Edmonton.

Grade 6 students generally have little knowledge of the distribution of people in Canada (with the exception of Edmonton and Fort McMurray). Approximately one-half of the students are able to locate major Alberta cities on a map.

Grade 9 Results

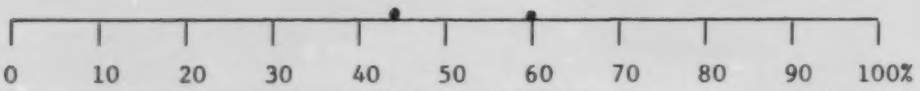


Range: 32-58, Median: 49

Item(s) least frequently correct: percentage of Albertans in Edmonton and Calgary, region in which most of Canada's population is located.
Item(s) most frequently correct: province with highest growth rate in last 5 years.

Grade 9 students generally have a low to moderate knowledge of population distribution in Canada. They were not tested on the location of cities in Alberta.

Grade 12 Results *



Range: 44-60, Median: 52

Item(s) least frequently correct: Canada's population density.
Item(s) most frequently correct: majority of population is within 100 miles of United States border.

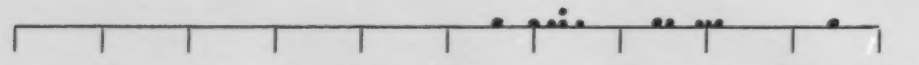
* See written response item for grade 12, page 133.

5.2 SETTLEMENT PATTERNS

Table 42 Geography--Settlement Patterns: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Urban	71 (12)	78 (13)	86 (12)
Empty Space	--	74 (1)	--

Grade 6 Results

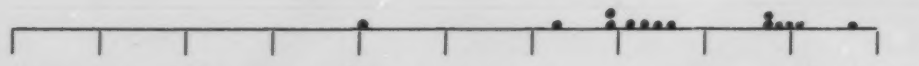


Range: 56-95, Median: 70

Item(s) least frequently correct: map location of St. John's.
Item(s) most frequently correct: map location of Edmonton.

The capital cities of Canadian provinces and territories are correctly identified on a map of Canada by the majority of grade 6 students.

Grade 9 Results

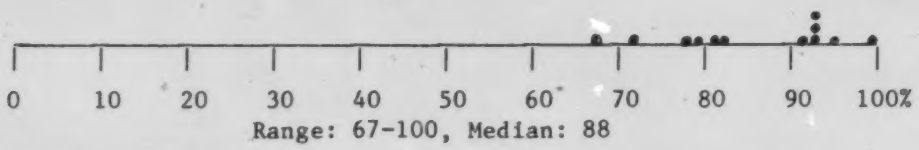


Range: 41-97, Median: 77

Item(s) least frequently correct: geographical region with highest urban population.
Item(s) most frequently correct: map location of Edmonton.

The capital cities of Canadian provinces and territories are correctly identified on a map of Canada by approximately two-thirds or more of the grade 9 students.

Grade 12 Results *



Range: 67-100, Median: 88

Item(s) least frequently correct: map location of Quebec City.
Item(s) most frequently correct: map location of Edmonton.

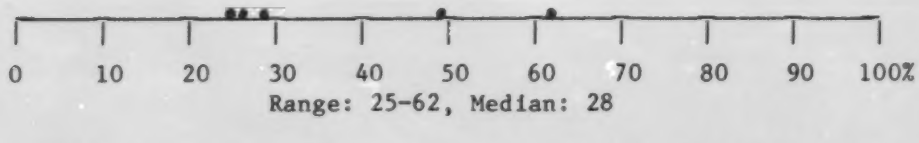
The distribution of test scores in identification of capital cities for grade 12 students is similar to that of the grade 9 students. Percentages of students responding correctly, however, are slightly higher.

5.3 CULTURAL GROUPS

Table 43 Geography--Cultural Groups: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Native People	49 (1)	--	--
Early Colonization and Settlement	62 (1)	18 (2)	--
Settlement of the West	26 (2)	48 (1)	--
Most Recent Settlers	28 (1)	--	--

Grade 6 Results



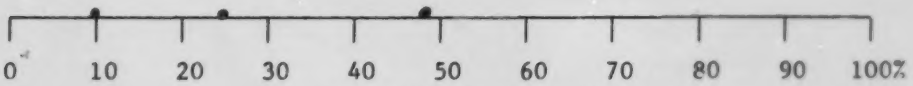
Range: 25-62, Median: 28

Item(s) least frequently correct: identification of Hutterites.
Item(s) most frequently correct: continent from which most Canadian immigrants came.

* See written response item for grade 12, page 135.

The majority of questions on cultural groups in Canada are incorrectly answered by grade 6 students. The students are particularly unaware of the country of origin of specific ethnic groups (e.g., Selkirk colonists, Boat people.)

Grade 9 Results



Range: 10-48, Median: 25

Item(s) least frequently correct: economic resource that attracted the first Europeans to Canada.
Item(s) most frequently correct: reason for early Western settlement.

Grade 9 students generally are not able to answer these three questions on early settlement of Canada.

Grade 12 Results

There are no objective items on cultural groups at the grade 12 level.

Results on Population and Settlement (5.0) suggest that at all three grade levels, students are better able to answer questions on settlement patterns, than they are on demography or cultural groups in Canada.

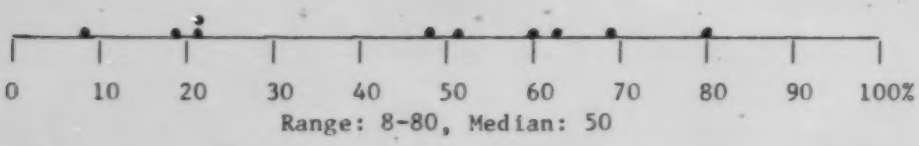
6.0 ECONOMIC ACTIVITIES

6.1 AGRICULTURE

Table 44 Geography—Agriculture: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Requirements	--	--	--
Western Canada	47 (10)	--	--

Grade 6 Results



Range: 8-80, Median: 50

Item(s) least frequently correct: fruit growing area in Quebec.
Item(s) most frequently correct: most common type of farming on the Prairies.

Grade 6 students are more knowledgeable about grain farming than other types of farming.

Grade 9 and 12 Results *

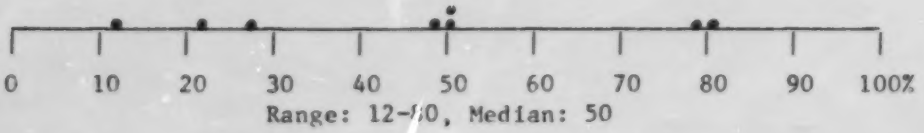
There are no objective items on agriculture at these grade levels. See written response item.

6.2 ENERGY SOURCES

Table 45 Geography--Energy Sources: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Coal	--	23 (1)	35 (2)
Hydro-electricity	26 (1)	25 (1)	26 (1)
Oil and Gas	46 (2)	72 (2)	--
Uranium	36 (2)	59 (2)	50 (2)
Emerging Energy Forms	60 (3)	68 (4)	93 (1)

Grade 6 Results †



Range: 12-80, Median: 50

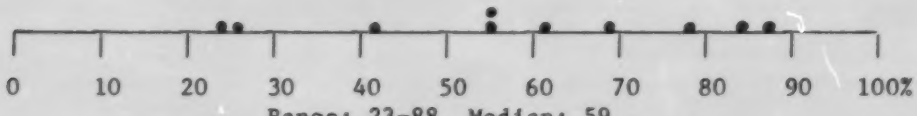
Item(s) least frequently correct: Alberta oil field discovered in 1947, province containing large quantities of uranium, reason why Canada produces a lot of electricity.

* See written response item for grade 9, page 136.
† See written response item for grade 6, page 138.

Item(s) most frequently correct: source of solar power, province that produces 80 per cent of Canadian oil and gas.

The levels of knowledge of grade 6 students concerning energy sources are quite inconsistent. They are more knowledgeable about solar energy.

Grade 9 Results

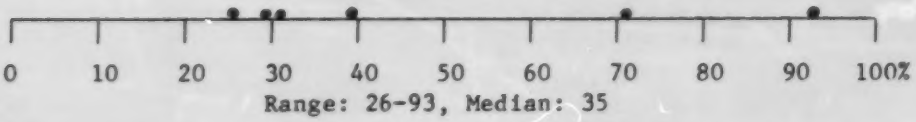


Range: 23-88, Median: 59

Item(s) least frequently correct: map location of Sydney, N.S. as a mining site, location of largest hydro-electric generating stations.
Item(s) most frequently correct: province which has three-quarters of Canada's proven oil and gas reserves, map location of Fort McMurray.

Most grade 9 students are able to answer questions on oil and gas, on nuclear energy and on emerging forms of energy. Questions on coal and hydro-electric power are answered correctly by fewer students.

Grade 12 Results



Range: 26-93, Median: 35

Item(s) least frequently correct: provinces with largest hydro-electric generating stations.
Item(s) most frequently correct: map location of Fort McMurray and Sydney as mining sites, province which is the greatest producer of uranium.

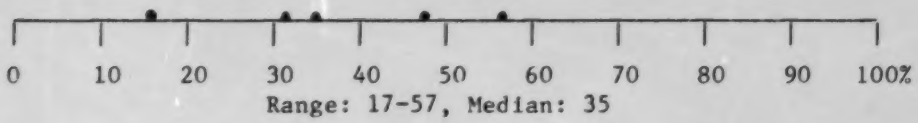
Grade 12 students have difficulty associating the provinces which contain specific energy sources (with the exception of nuclear energy).

6.3 MINING

Table 46 Geography--Mining: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Iron	57 (1)	22 (1)	--
Lead-Zinc	--	38 (2)	36 (3)
Asbestos	--	56 (2)	24 (1)
Nickel	26 (2)	56 (3)	59 (1)
Copper	48 (1)	57 (1)	--
Gold	32 (1)	62 (1)	69 (1)

Grade 6 Results

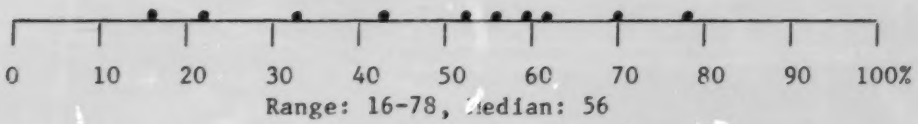


Range: 17-57, Median: 35

Item(s) least frequently correct: Canada is the world's largest producer of nickel.
Item(s) most frequently correct: main component of steel.

Students know little about the mining industry in Canada.

Grade 9 Results *



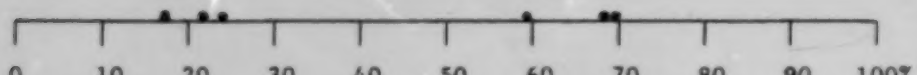
Range: 16-78, Median: 56

Item(s) least frequently correct: map location of Trail and Schefferville as mining sites.
Item(s) most frequently correct: map location of Thetford Mines as a mining site.

* See written response item for grade 9, page 140.

Most grade 9 students are able to identify the mining centres of Thetford, Sudbury, Whitehorse and Yellowknife.

Grade 12 Results



Range: 17-69, Median: 42

Item(s) least frequently correct: map location of Trail as a mining site.
Item(s) most frequently correct: map location of Yellowknife and Whitehorse as a mining site.

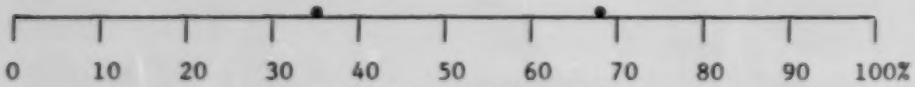
Most grade 12 students are able to locate on the map Whitehorse, Sudbury, and Yellowknife as mining sites. Lead-zinc and asbestos are quite difficult for them to identify. Location of Trail, Thetford Mines and the location of the largest lead and zinc smelters in the world were not identified.

6.4 FOREST INDUSTRY

Table 47 Geography--Forest Industry: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Lumber	51 (2)	--	67 (1)
Pulp and Paper	--	32 (3)	34 (1)

Grade 6 Results

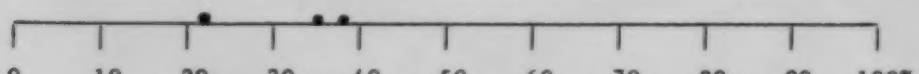


Range: 35-67, Median: 51

Item(s) least frequently correct: largest tree in Canada grown for lumber.
Item(s) most frequently correct: major industry in British Columbia.

Due to the difference in response to these two items, no overall conclusions have been made with regard to grade 6 students' knowledge of the forest industry in Canada.

Grade 9 Results

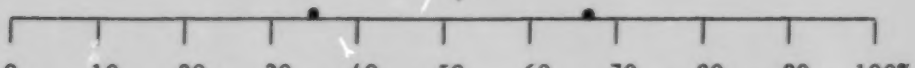


Range: 22-38, Median: 36

Item(s) least frequently correct: type of manufacturing industry in Hinton.
Item(s) most frequently correct: why northern trees are used for pulp and paper rather than lumber.

The majority of grade 9 students are not able to answer correctly these three questions about the forest industry in Canada.

Grade 12 Results



Range: 34-67, Median: 51

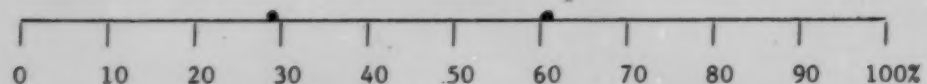
Item(s) least frequently correct: type of manufacturing industry in Hinton.
Item(s) most frequently correct: most important dollar earning industry in British Columbia.

6.5 FISHING INDUSTRY

Table 48 Geography--Fishing Industry: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Atlantic Fisheries	29 (1)	46 (2)	--
Pacific Fisheries	61 (1)	74 (1)	--

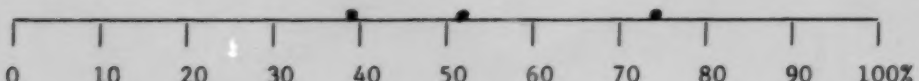
Grade 6 Results



Range: 29-61, Median: 45

Item(s) least frequently correct: name of the largest and most famous Canadian fishing area.
Item(s) most frequently correct: most valuable catch of the Pacific fisheries.

Grade 9 Results



Range: 39-74, Median: 53

Item(s) least frequently correct: most profitable Maritime fishery.
Item(s) most frequently correct: basis of B.C.'s fishing industry.

Grade 12 Results

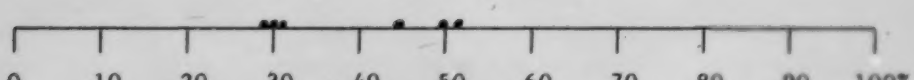
There are no objective items on the fishing industry at the grade 12 level.

6.6 MANUFACTURING

Table 49 Geography--Manufacturing: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Location Factors	41 (2)	27 (2)	--
Location of Manufacturing in Canada	52 (1)	--	--
Some Selected Canadian Industries	35 (3)	26 (11)	30 (8)

Grade 6 Results

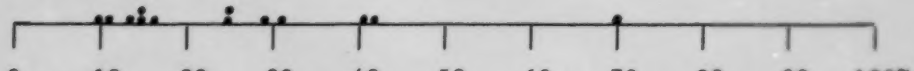


Range: 29-52, Median: 38

Item(s) least frequently correct: high electricity requirements in manufacturing aluminum, location of automobile industry, name of gas city.
Item(s) most frequently correct: general process of manufacturing, reason for little industry in the Far North.

Grade 6 students generally have marginal knowledge of the location of industries in Canada or of manufacturing requirements and processes.

Grade 9 Results

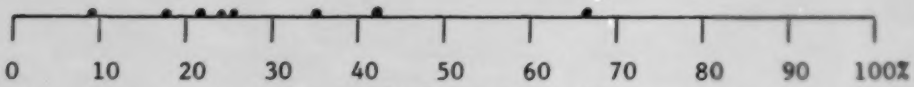


Range: 10-70, Median: 25

Item(s) least frequently correct: matching Canadian cities with manufacturing industries (Cornwall, Winnipeg).
Item(s) most frequently correct: location and use of potash.

Grade 9 students are consistently unable to associate major Canadian industries and the centres associated with them (other than potash).

Grade 12 Results



Range: 9-67, Median: 25

Item(s) least frequently correct: industries associated with Cornwall and Kitimat.
Item(s) most frequently correct: industry associated with Edmonton.

Grade 12 students are slightly better than grade 9 students at identifying the manufacturing industries associated with Canadian cities. Only the industry associated with Edmonton is correctly identified by a majority of the students.

6.7 RECREATION AND TOURISM

There are no objective items at any of the grade levels for Recreation and Tourism.

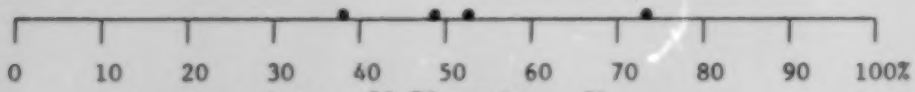
7.0 TRANSPORTATION AND COMMUNICATION

7.1 LAND

Table 50 Geography--Land: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Roads	56 (2)	85 (1)	--
Railways	48 (1)	56 (2)	74 (1)
Highways	--	33 (2)	--
Pipelines	53 (1)	--	40 (1)

Grade 6 Results

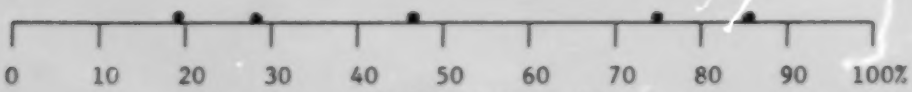


Range: 38-73, Median: 51

Item(s) least frequently correct: Trans-Canada Highway.
Item(s) most frequently correct: why land transportation was difficult in B.C.

Results suggest that grade 6 students' knowledge of transportation/communication in Canada is marginal.

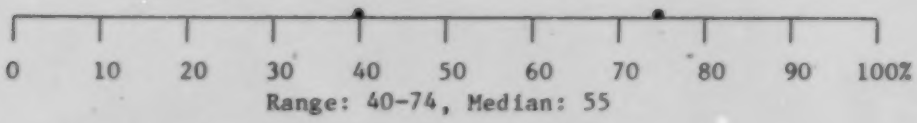
Grade 9 Results



Range: 19-85, Median: 46

Item(s) least frequently correct: Yellowhead Highway, northern terminal of CNR in B.C.
Item(s) most frequently correct: snowmobiles have replaced dog sleds for the Inuit, names of Canada's transcontinental railway systems.

Grade 12 Results



Range: 40-74, Median: 55

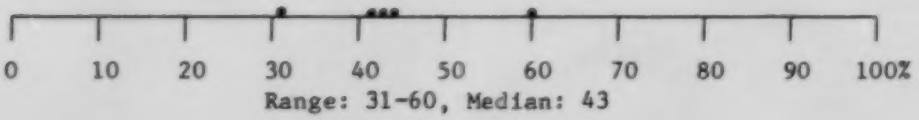
Item(s) least frequently correct: eastern terminal of the Interprovincial Oil Pipeline.
Item(s) most frequently correct: importance of railroad on development of agriculture in the West.

7.2 WATER

Table 51 Geography--Water: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Harbours	37 (2)	13 (1)	--
Inland Waterways	49 (3)	39 (1)	60 (1)

Grade 6 Results

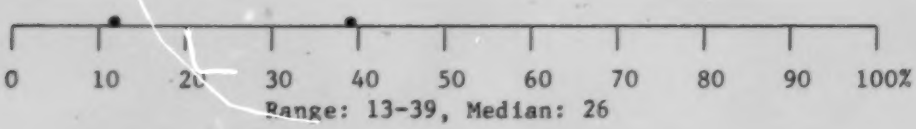


Range: 31-60, Median: 43

Item(s) least frequently correct: major West Coast grain shipping port.
Item(s) most frequently correct: St. Lawrence Seaway must close because of ice.

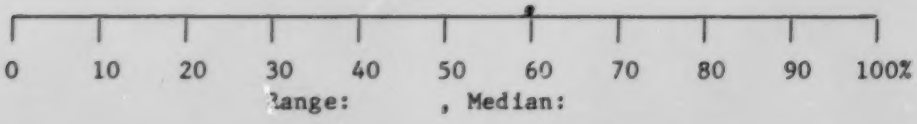
The majority of questions regarding the role of water in transportation/communication are incorrectly answered by grade 6 students.

Grade 9 Results



Item(s) least frequently correct: most important year round harbour on the East Coast.
Item(s) most frequently correct: description of the St. Lawrence Seaway.

Grade 12 Results



Sixty per cent of grade 12 students are able to identify the relationship between water transportation and the shape of farms in southern Quebec.

7.3 AIR

Table 52 Geography--Air: Successful Responses by Grade

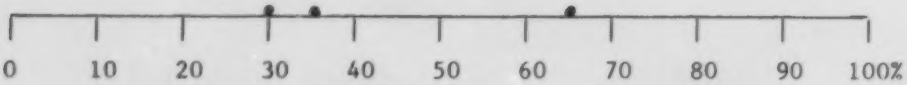
	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Major Air Routes	--	65 (1)	—
Major Airports	--	--	77 (1)
Civil Aviation	--	32 (2)	—

Grade 6 Results *

There are no objective items at the grade 6 level regarding air transportation/communication. See written response items.

* See written response item for grade 6, page 141.

Grade 9 Results

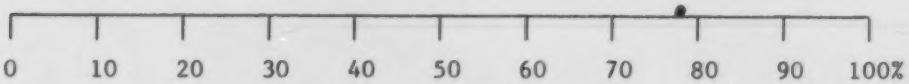


Range: 30-65, Median: 33

Item(s) least frequently correct: level of government in charge of air controllers, name of airline owned by Alberta government. Item(s) most frequently correct: name of airline owned by the federal government.

Items on air transportation/communication in Canada tend to be poorly answered by grade 9 students.

Grade 12 Results



Range: , Median:

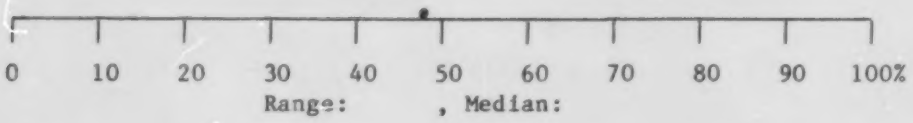
Seventy-seven per cent of the grade 12 students are able to identify the reason why Montreal has the heaviest volume of air traffic in Canada.

7.4 COMMUNICATIONS

Table 53 Geography--Communications: Successful Responses by Grade

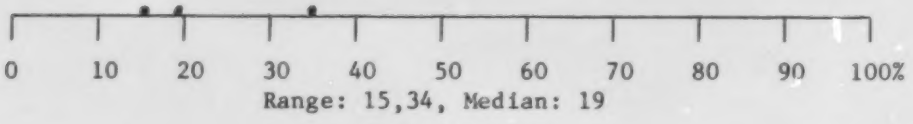
Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Radio	--	27	42
Television	--	--	--
Satellites	48	15	20

Grade 6 Results



Forty-eight per cent of the grade 6 students know that Cambridge Bay, N.W.T. receives television signals by satellite.

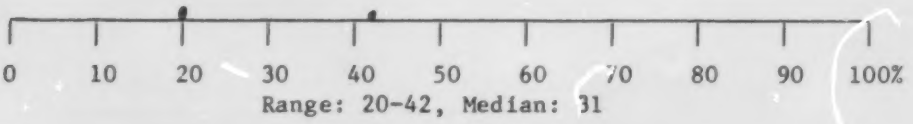
Grade 9 Results



Item(s) least frequently correct: name of the Anik satellite, first type of electronic mass communication available to Canadians.
Item(s) most frequently correct: name of federal agency controlling radio and television programming in Canada.

Of the three objective items on communications presented at the grade 9 level, all were correctly answered by small percentages of students.

Grade 12 Results



Item(s) least frequently correct: name of space satellite which transmits television programs to remote areas.
Item(s) most frequently correct: CRTC.

8.0 ISSUES AND PROBLEMS

8.1 REGIONALISM

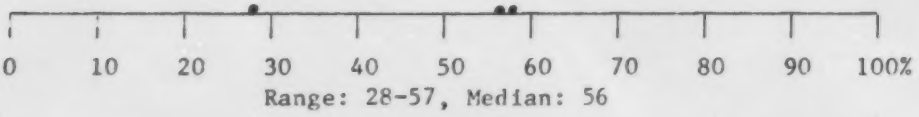
Table 54 Geography--Regionalism: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Regional Disparity	--	42 (2)	--
Regional Development	--	57 (1)	--

Grade 6 Results

There are no objective items on regionalism at the grade 6 level.

Grade 9 Results



Range: 28-57, Median: 56

Item(s) least frequently correct: region with highest unemployment.
Item(s) most frequently correct: four cornerstones of Maritime economy, name of Alberta government's trust fund.

Grade 12 Results *†§

There are no objective items on regionalism at the grade 12 level. See written response items.

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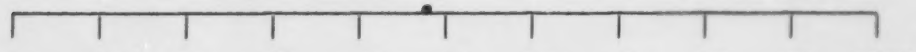
* See written response item for grade 12, page 143.
† See written response item for grade 12, page 145.
§ See written response item for grade 12, page 146.

8.2 RESOURCE DEVELOPMENT

Table 55 Geography--Resource Development: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Renewable and Non-Renewable Resources	--	42	--
Government Resource Policies	48	35	--
Continental Water Policy	--	38	--

Grade 6 Results



Range: , Median:

Forty-eight per cent of grade 6 students are able to identify Canada's offshore fishing limit.

Grade 9 Results *

Range: 35-42, Median: 38

Item(s) least frequently correct: province with strongest opposition to increase in domestic oil prices.
Item(s) most frequently correct: an example of a non-renewable resource.

Grade 12 Results †

There are no objective items at the grade 12 level on resource development in Canada.

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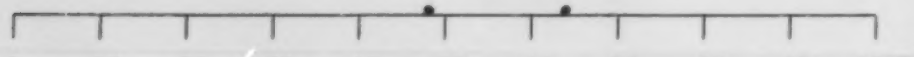
* See written response item for grade 9, page 148.
† See written response item for grade 12, page 149.

8.3 ECOLOGY, CONSERVATION AND WILDLIFE

Table 56 Geography--Ecology, Conservation and Wildlife: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Ecology	48 (1)	--	--
Pollution	63 (1)	29 (1)	85 (1)

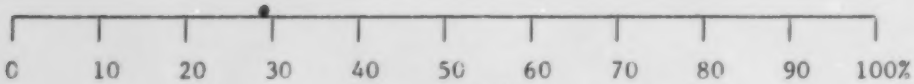
Grade 6 Results *



Range: 48-63, Median: 55.5

Item(s) least frequently correct: pipelines may disturb caribou migration.
Item(s) most frequently correct: major industrial threat to the environment.

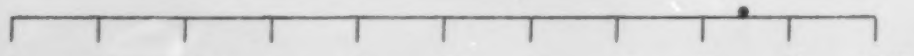
Grade 9 Results



Range: , Median:

Only 29 per cent of the grade 9 students are able to identify mercury as a type of non-biodegradable pollution.

Grade 12 Results



Range: , Median:

Eighty-five per cent of grade 12 students are able to identify acid rain as a form of pollution recently discovered to be depleting fish and decreasing crop production.

* See written response item for grade 6, page 151.

2.1 LOCATION

Grade 9 - Written Response

Name two Canadian provinces that are landlocked. What special trade problems does a landlocked province have?

CONTENT CATEGORIES

1. Alberta
2. Saskatchewan
3. difficulty of access to export markets, i.e., overland transport expensive and awkward for large quantities of bulky cargo
4. expensive to import large quantities of heavy manufactured goods, i.e., machinery
5. difficulty in carrying on trade and commerce overland: high costs

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	18	
INAPPROPRIATE	17	35
CATEGORY 1	.5	
CATEGORY 1 AND 2 (one province correct, one incorrect)	2	
CATEGORIES 1, 2 AND ONE OTHER (one province correct plus inappropriate statement)	6	8.5
CATEGORIES 1 AND 2	3	
CATEGORIES 1, 2 AND ONE OTHER (one province correct plus appropriate statement)	5	
CATEGORIES 1 AND 2 PLUS ONE OTHER (inappropriate)	10	
CATEGORIES 3 AND 4 PLUS INAPPROPRIATE STATEMENT	.5	
CATEGORIES 1, 2 AND 3	2	
CATEGORIES 1, 2 AND 5	27	
CATEGORIES 1 AND 2 (inappropriate) PLUS 3, 4 AND 5 (appropriate)	1	
CATEGORIES 1, 2, 3 AND 4 (one province correct)	2	
CATEGORIES 1, 2, 3 AND 4	6	56.5

COMMENTARY

Thirty-eight per cent of the students are able to conceive of the trade difficulties inherent in the situation while 49 per cent are able to name both provinces correctly. Points mentioned include distances, costs, lack of access to major markets and geographical barriers. Specifications concerning import and export trade are few but the general idea is evident.

3.2 CLIMATE

Grade 6 - Written Response

What happens when moist air is cooled quickly?

CONTENT CATEGORIES

1. water vapor will condense, i.e., the tiny water droplets in the air join together to become bigger and bigger
2. fog or clouds form
3. at the point of saturation, i.e., when the clouds can hold no more droplets
4. precipitation occurs, i.e., rain, hail, snow, dew
5. it will freeze, forms frost
6. the molecules move slower
7. it makes things crack
8. hot air rises, cold air descends, i.e., produces weather fronts, disturbances

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	13
INAPPROPRIATE	12 25
CATEGORY 1	1.5
CATEGORY 2	14
CATEGORY 4	23.5
CATEGORY 5	13
CATEGORY 6	0.5
CATEGORY 2 (appropriate) PLUS ONE OTHER (mixed, inappropriate)	7
CATEGORIES 1 AND 4	1
CATEGORIES 2 AND 4	4
CATEGORIES 2 AND 5	3

3.2 CLIMATE (Cont'd)

Grade 6 - Written Response

CATEGORIES 4 AND 5	2	
TWO CATEGORIES (mixed, appropriate)	2	
THREE CATEGORIES (mixed, partially appropriate)	1.5	
THREE CATEGORIES (mixed)	2	75

COMMENTARY

Most students who offer appropriate information in response to this question do so in terms of effects, not by explaining the process involved. Perhaps if the item stem had provided contextual cues in terms of geographical features (e.g., mountain ranges), the students would have elaborated somewhat.

3.2 CLIMATE

Grade 12 - Written Response

Victoria, British Columbia, Lethbridge, Alberta, and Regina, Saskatchewan lie on a similar latitude. In spite of this similarity, why is it that they have different climates?

CONTENT CATEGORIES

1. difference in altitude
2. Victoria's proximity to the Pacific Ocean makes it moist and modifies temperatures, i.e., maritime climate
3. Lethbridge and Regina both are dry, windy and have extreme temperatures, i.e., continental climate, rain shadow
4. however, Lethbridge's climate is modified in winter by chinooks (warm, dry air sweeping through mountain passes)
5. very general topographical information
6. very general climatic/environmental information

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	11
INAPPROPRIATE	14.5 25.5
CATEGORY 1	5
CATEGORY 2	3
CATEGORY 3	.5
CATEGORY 5	14
CATEGORY 6	2
CATEGORIES 2 AND 3	7
CATEGORIES 2 AND 5	2.5
CATEGORIES 2 AND 6	2
CATEGORIES 3 AND 5	2
CATEGORIES 5 AND 6	3

3.2 CLIMATE (Cont'd)
Grade 12 - Written Response

TWO CATEGORIES (mixed)	6	
CATEGORIES 2, 3 AND 4	2.5	
THREE CATEGORIES (mixed)	19	
FOUR CATEGORIES	6	74.5

COMMENTARY

It should be noted that categories 5 and 6, which are added on the basis of student response, are very weak conceptually, yet they appear in at least 25 per cent of the answers. There is very little specialized vocabulary employed to explain the differences in climate called for in this item. The evidence suggests, therefore, that although there is a minimal level of awareness that water, mountains and location affect climate, specific cause and effect relationships are unclear.

4.1 NATURAL SOIL REGIONS OF CANADA

Grade 12 - Written Response

"Soil types help to determine economic activity." How does this statement apply to the Prairie provinces?

CONTENT CATEGORIES

1. description of topographical features, types of soil, land use, crops grown
2. location
3. climate: moisture, growing season
4. agricultural methods: irrigation, fertilizer, etc.
5. impact on the economy
6. impact on settlement patterns

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	13	
INAPPROPRIATE	16	29
CATEGORY 1	9	
CATEGORY 5	6.5	
CATEGORIES 1 AND 5	48	
CATEGORIES 1, 4 AND 5	3	
CATEGORIES 1, 5 AND 6	3.5	
THREE OR MORE CATEGORIES	1	71

COMMENTARY

The answers to this question are so elementary that the scoring guide which included the conventional analysis of soil types, vegetation and climatic zones had to be abandoned. Basically, the pattern of response is: good soil -> good crops -> good economy. Very little attempt is made to offer supporting examples or illustrative details.

4.3 NATURAL VEGETATION REGIONS

Grade 6 - Written Response

What are the Badlands of Alberta?

CONTENT CATEGORIES

1. location: Central Alberta, near Drumheller, along the Red Deer River
2. climate: extreme temperatures (hot and cold), very dry, very windy
3. vegetation: very sparse, sagebrush, cactus, poor farming
4. wild life: rattle snakes, rodents, coyotes, owls, birds of prey
5. terrain: steep cliffs along the river, deep valleys called gullies made by smaller streams flowing into the river, pillars of rock called hoodoos, erosion, poor soil
6. special features: remains of prehistoric creatures, i.e., dinosaur bones - tourist attraction

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	17
INAPPROPRIATE	39 55
CATEGORY 1	4
CATEGORY 2	1
CATEGORY 3	1
CATEGORY 5	2
CATEGORY 6	3
CATEGORY 1 AND ONE OTHER (mixed, inappropriate)	3
CATEGORY 2 AND ONE OTHER (mixed, inappropriate)	3
TWO CATEGORIES (mixed) ONE OF WHICH IS INAPPROPRIATE	2
CATEGORY 1 AND 5	3
CATEGORY 1 AND 6	4
CATEGORY 1 AND ONE OTHER (mixed, appropriate)	1

4.3 NATURAL VEGETATION REGIONS (Cont'd)

Grade 6 - Written Response

CATEGORY 2 AND ONE OTHER (mixed, appropriate)	1	
THREE CATEGORIES (mixed) ONE OF WHICH IS INAPPROPRIATE	6	
FOUR CATEGORIES (mixed) TWO OF WHICH ARE INAPPROPRIATE	1	
CATEGORIES 1, 5 AND 6	2	
CATEGORIES 2, 5 AND 6	1	
CATEGORY 1 AND TWO OTHERS (mixed, appropriate)	2	
FOUR CATEGORIES (mixed, appropriate)	2	
CATEGORIES 1 AND 5 AND TWO OR MORE (mixed, appropriate)	3	45

COMMENTARY

Twenty-one per cent of the students are able to identify the location of the Badlands, 18 per cent know of its significance with regard to prehistoric fossils and ten per cent can describe the terrain.

The major misconception is to ignore "Alberta" and treat the topic as "bad land."

5.1 DEMOGRAPHY

Grade 12 - Written-Response

Why does the Great Lakes, St. Lawrence Lowlands region have the highest concentration of Canada's population?

CONTENT CATEGORIES

geographic factors

1. soils are grey-brown podzols, but quite fertile, i.e., a deciduous and mixed forest area, good for mixed farming, plenty of building materials

2. the Great Lakes modify winter temperatures and the air is humid, several crops can be grown per year, good for mills

3. access to excellent waterways: cheap transport of bulky cargo, hydro-electric power

4. historical factors: e.g., area of early exploration, trade and settlement, trapping hinterland for the fur trade, Indians (Hurons) willing to engage in trade, the region developed very early on as a trade centre

5. social factors: e.g., once such development takes place there is a "snowball effect," i.e., growth stimulates more growth, urbanization, industrialized, proximity to markets, federal government located there, post-war immigration, industrial labourers

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	6.5	
INAPPROPRIATE	22	28.5
CATEGORY 3	4	
CATEGORY 4	4	
CATEGORIES 1 AND 3	1	
CATEGORIES 3 AND 4	4	
CATEGORIES 3 AND 5	12	
CATEGORIES 4 AND 5	6.5	
CATEGORIES 1, 2 AND 3	10	
CATEGORIES 1, 2 AND 5	7	
CATEGORIES 1, 2 AND 4	1	

5.1 DEMOGRAPHY (Cont'd)
Grade 12 - Written Response

CATEGORIES 1, 4 AND 5	8	
CATEGORIES 3, 4 AND 5	2	
CATEGORIES 1, 2, 3 AND 4	8	
CATEGORIES 1, 2, 3 AND 5	3	
CATEGORIES 1, 2, 4 AND 5	1	71.5

COMMENTARY

Over 70 per cent of the students show a basic understanding of the concepts involved in this item but do not develop their answers fully.

5.2 SETTLEMENT PATTERNS

Grade 12 - Written Response

From 1941 to 1971 the Canadian farm population decreased substantially while the urban population increased considerably. What were the reasons for this phenomenon?

CONTENT CATEGORIES

1. mechanization of farming: required less manpower, made larger farms possible, increased costs of production
2. growth of manufacturing and processing industries in the urban centres: increase of job opportunities, increase in wages
3. growth of population and labour supply: veterans returning from World War II, large influx of immigrants from war-torn Europe, post-war "baby boom"
4. opportunities for new and varied life styles in the cities: public facilities, e.g., parks, playgrounds, libraries, entertainment, cultural activities; better education and social services; luxury goods

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	3	
INAPPROPRIATE	10	13
CATEGORY 1	16	
CATEGORY 2	22	
CATEGORY 3	2	
CATEGORY 4	8	
CATEGORIES 1 AND 2	19	
CATEGORIES 2 AND 3	2	
CATEGORIES 1 AND 4	5	
CATEGORIES 2 AND 4	5	
CATEGORIES 1, 2 AND 3	1	
CATEGORIES 1, 2 AND 4	5	
CATEGORIES 2, 3 AND 4	1	
FOUR CATEGORIES	1	87

COMMENTARY

Generally speaking, this question is answered well. Students make an effort to elaborate ideas and offer specific details to support their points. A misconception which appears fairly often is a confusion of the time span. Despite the limitations established in the item stem, considerable discussion of the Depression and drought of the thirties appears. Another interesting aspect is a notably pro-farmer tone to these responses.

6.1 AGRICULTURE

Grade 9 - Written Response

Give two reasons why the Prairies are a major wheat producing area.

CONTENT CATEGORIES

1. the Prairies are a natural grassland area and wheat is a grass

2. soil: rich, deep soils (black to brown), good for germination and nourishment of deep root systems, right proportion of minerals and humus (decayed organic matter), rich soils permit intensive cropping (with alternative summer following) for many years

3. climate: melting snow and spring rains provide moisture at most opportune time; hot, dry summer days encourage rapid growth; warm fall days, cool dry nights good for ripening the grain

4. economic aspects: flat terrain makes it easy to work vast areas mechanically, the wheat is very high quality very hard (best for bread) therefore demands a high market price, one family can farm a large acreage and make a good income even though the yield per acre is relatively low and there is only one crop per year, small population (of the region and the nation) makes wheat an excellent cash crop for export market

5. miscellaneous: economic factors, historical factors

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	2	
INAPPROPRIATE	2	4
CATEGORY 1	.5	
CATEGORY 2	1.5	
CATEGORY 3	2	
CATEGORY 4	1	5.0
CATEGORIES 1 AND 2	3	
CATEGORIES 1 AND 3	2	
CATEGORIES 1 AND 4	1	
CATEGORIES 1 AND 5	.5	
CATEGORIES 2 AND 3	26	

6.1 AGRICULTURE (Cont'd)
Grade 9 - Written Response

CATEGORIES 2 AND 4	17	
CATEGORIES 2 AND 5	2	
CATEGORIES 3 AND 4	7	
CATEGORIES 3 AND 5	1	
CATEGORIES 4 AND 5	1	
CATEGORIES 1, 2 AND 3	3	
CATEGORIES 1, 2 AND 4	2	
CATEGORIES 1, 3 AND 4	1	
CATEGORIES 2, 3 AND 4	21	
CATEGORIES 1, 2, 3 AND 4	3	
CATEGORIES 1, 2, 3 AND 5	.5	91

COMMENTARY

Student response to this item is excellent; 91 per cent are able to provide two reasons as called for by the item. Of that number, 20 per cent go on to elaborate their ideas more fully.

6.2 ENERGY SOURCES

Grade 6 - Written Response

What makes oil exploration in Canada's Far North so difficult?

CONTENT CATEGORIES

1. severe climate: e.g., very cold, many blizzards, makes working, travelling, living difficult

2. terrain: vast distances makes travel and communications difficult, permafrost, muskeg makes overland transport difficult, delicate ecosystem (tundra) highly susceptable to permanent damage (e.g., oil spills, heavy loads)

3. wildlife: migrations of wild animals which are used for food by the natives might be affected, e.g., caribou, muskox, seals, whales

4. ice flows and pack ice: make offshore drilling very risky for men and equipment, make access to market (by tanker) very difficult and dangerous

5. population: very small, scattered in small communities, semi-nomadic, mostly native, i.e., lack of skilled labor supply, native land claims not yet settled, poor social services, influx of workers from south very disturbing to northern way of life

6. economic: most food, building materials and equipment must be brought in somehow at great cost, many new technologies must be developed to make development viable

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	7
INAPPROPRIATE	21 28
CATEGORY 1	16
CATEGORY 2	5.5
CATEGORY 6	4.5
TWO CATEGORIES (mixed, one appropriate, one inappropriate)	8
CATEGORIES 1 AND 2	12.5
CATEGORIES 1 AND 5	2
CATEGORIES 1 AND 6	5
TWO CATEGORIES (mixed)	3

6.2 ENERGY SOURCES (Con.'d)
Grade 6 - Written-Response

CATEGORIES 1 AND 2 PLUS ONE OTHER (partially appropriate)	3	
THREE CATEGORIES (mixed, appropriate)	11	
FOUR CATEGORIES (mixed, partially appropriate)	1	
FOUR CATEGORIES (mixed, appropriate)	.5	72

COMMENTARY

The very few multiple-category responses make it quite evident that, other than it being very cold in the North, there is little understanding of the circumstances surrounding oil exploration in such a locale. It is also generally assumed that the major thrust of that activity is well inland.

6.3 MINING

Grade 9 - Written Response

Why are mining, lumbering and fishing known as primary industries?

CONTENT CATEGORIES

1. they are based directly on an available natural resource
2. no processing is immediately involved, i.e., can be sold in their raw form to processors
3. basis of Canadian economy: our main industries, our major exports, first developed, provide materials for secondary and tertiary industry

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	7.5	
INAPPROPRIATE	39	46.5
CATEGORY 1	14.5	
CATEGORY 2	6	
CATEGORY 3	17	
CATEGORY 1 PLUS ONE OTHER (inappropriate)	2	
CATEGORY 2 PLUS ONE OTHER (inappropriate)	1	
CATEGORY 3 PLUS ONE OTHER (inappropriate)	2	
CATEGORIES 1 AND 2	1	
CATEGORIES 1 AND 3	6	
CATEGORIES 2 AND 3	4	53.5

COMMENTARY

Although over one-half of the students provide appropriate material in their answers, they do not seem altogether certain about the precise meaning of term "primary." Many answers are incomplete or include partially appropriate statements. There is a tendency to get off the topic.

7.3 AIR

Grade 6 - Written Response

What were two jobs of the bush pilots?

CONTENT CATEGORIES

1. played a large part in opening up the north, e.g., exploration, aerial survey
2. first commercial airlines, i.e., carried mail, people, freight to distant locations
3. ran "mercy flights," e.g., food, blankets, warm clothing, medical aid in emergencies, acted as air ambulances, participated in search and rescue operations, sometimes even dropped fodder to starving animals
4. helped RCMP in tracking down criminals
5. assisted in forest fire detection and control, e.g., patrol, water bombing
6. assisted in recording the movements of wild animals, e.g., caribou, musk ox, polar bear, seals
7. other activities: spraying insecticides, spotting ships caught in pack ice, military
8. miscellaneous amplifications: often previous military experience, "Wop" May, special techniques and hazards of low level flying

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	23	
INAPPROPRIATE	15	38
CATEGORY 2	5	
CATEGORY 3	3	
CATEGORY 5	3	
CATEGORY 6	1	
CATEGORY 8	6	
CATEGORY 9	2	
ONE CATEGORY (appropriate) PLUS ONE OTHER (inappropriate)	10	30

7.3 AIR (Cont'd)

Grade 6 - Written Response

CATEGORIES 1 AND 2	1	
CATEGORIES 2 AND 3	5	
CATEGORIES 2 AND 5	4	
CATEGORIES 2 AND 6	1	
CATEGORIES 3 AND 5	12	
CATEGORIES 5 AND 6	4	
CATEGORIES 5 AND 10	1	
THREE OR MORE CATEGORIES	4	32

COMMENTARY

Most of the responses are related to the contemporary operations of small aircraft. There are very few references to the historical contributions of the bush pilot in opening up the Canadian North. In other words, the question is interpreted largely in the present tense. Even so, 38 per cent of the students indicate no idea of what a bush pilot might do or be.

8.1 REGIONALISM

Grade 12 - Written Response

Discuss the following statement: "The economic center of gravity has, in part, moved to Western Canada."

CONTENT CATEGORIES

1. Western Canada is very rich in natural resources
2. e.g., recent developments in fossil fuels, potash and uranium
3. e.g., previously developed agriculture, forestry, hydro-power, mining, fisheries, tourism, etc.
4. Western Canada is experiencing an economic boom; i.e., affluence, influx of people, many new opportunities

   more specifically
5. head offices of oil companies have moved to Alberta, many "spin-off" businesses from the oil industry have started
6. financial institutions have been established, e.g., Bank of British Columbia
7. many job opportunities are available: good wages, variety of talents and qualifications
8. large amounts of investment capital are available, e.g., Alberta Heritage Trust Fund
9. new technologies have been developed, e.g., oil sands
10. new international markets have opened up, e.g., coal to Japan, uranium to France, potash to the Third World
11. economic strength has given the West a new sense of pride, identity, political influence, e.g., manifested in its dealings with Ottawa and other provinces

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	17	
INAPPROPRIATE	9	26
CATEGORY 1	8	
CATEGORY 2	9	
CATEGORY 4	5	

8.1 REGIONALISM (Cont'd)
Grade 12 - Written Response

CATEGORY 7	4	
CATEGORY 11	2	
CATEGORIES 2 AND 3	8	
CATEGORY 4 PLUS ONE OR TWO OTHERS (mixed)	5	
CATEGORY 11 PLUS ONE OR TWO OTHERS (mixed)	7	
THREE CATEGORIES (mixed)	4	
CATEGORIES 1, 2, 3 AND 4	14	
CATEGORIES 2, 3, AND 4 PLUS ONE OR TWO OTHERS (mixed)	11	77

COMMENTARY

Student responses to this item concentrate on the first four categories. There is little discussion of the other western provinces (besides Alberta) or of the West as a whole. Elaborations and exemplars are lacking. Many students exercise the opportunity to express their political and regional opinions, biases, prejudices and emotions.

8.1 REGIONALISM

Grade 12 - Written Response

What is meant by the diversification of Alberta's economy?

CONTENT CATEGORIES

1. Alberta's economy is presently based on primary industry, (i.e., industry based directly on natural resources)
2. non-renewable resources (e.g., fossil fuels) will run out of supply eventually
3. renewable resources (e.g., agriculture, forestry) will require very careful management
4. both types (2 and 3 above) are highly technologized, i.e., require few, well-trained employees, operational costs are high
5. primary industries are very susceptible to market fluctuations (price, demand), especially at the export level
6. therefore, it is highly desirable for Alberta to diversify its economy, i.e., use the surplus income generated by resource-based industry to branch out into other fields of endeavor
7. manufacturing, financing, marketing and management processes can be developed, i.e., secondary and tertiary industries, these are essential to complete industrialization of the economy
8. miscellaneous remarks/details, e.g., equalization of opportunities in all sectors of economy

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	18	
INAPPROPRIATE	27	45
CATEGORY 1	1	
CATEGORY 2	1	
CATEGORY 3	1	
CATEGORY 7	8	
CATEGORIES 2 AND 3	6	
CATEGORY 2 PLUS ONE OTHER CATEGORY (varied)	2.5	
CATEGORY 6 PLUS ONE OTHER CATEGORY (varied)	23	
CATEGORY 7 PLUS ONE OTHER CATEGORY (varied)	4	
CATEGORIES 2 AND 3 PLUS ONE OTHER CATEGORY (varied)	8.5	55

COMMENTARY

The major problem encountered by the students with this item is that they simply do not know what is meant by the term "diversification." Their major efforts are directed towards describing the present features of Alberta's economy with special attention given to non-renewable resources.

8.1 REGIONALISM

Grade 12 - Written Response

Describe three causes of regional disparity in Canada.

CONTENT CATEGORIES

1. economic factors: e.g., differences in natural resources in which to base development; differences in population base for labour supply, employment opportunities, differences in access to major financial institutions, transport, shipping, markets, differences in protective tariffs, export surcharges, interest rates, taxation

2. socio-cultural factors: differences in language, differences in racial, cultural, religious backgrounds, differences in quality of and access to social services, lack of awareness of the problems, interests and heritage of other regions

3. legal-political factors: differences in provincial parties in power, differences in relations with federal government, separatism; conflict among political leaders

4. geographic factors: vast distances, natural barriers, climate

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	19
INAPPROPRIATE	25 44
CATEGORY 1 (one statement)	3
CATEGORY 2 (one statement)	2
CATEGORY 3 (one statement)	3
CATEGORY 4 (one statement)	3
CATEGORY 1 (two statements)	3
CATEGORIES 1 AND 3	3
CATEGORIES 2 AND 3	3
CATEGORIES 3 AND 4	1
TWO CATEGORIES (mixed)	7
CATEGORY 1 (three statements)	2
CATEGORIES 1 (two statements) AND 2	1

B.1 REGIONALISM (Cont'd)
Grade 12 - Written Response

CATEGORIES 1 (two statements) AND 3	1	
CATEGORIES 1 (two statements) AND 4	2	
CATEGORIES 2 (two statements) AND 3	2	
CATEGORIES 2, 3 AND 4	3	
CATEGORIES 1 (three statements) AND 2	1	
CATEGORIES 1, 3 (two statements) AND 4	2	
CATEGORIES 3 (three statements) AND 4	1	
MORE THAN FOUR STATEMENTS (mixed)	13	56

COMMENTARY

The major area of confusion in response to this question is the meaning of "disparity." This term is interpreted as differences in the sense of disagreements. Secondly, the term "causes" is often read as "examples." There are many remarks of an evaluative nature.

8.2 RESOURCE DEVELOPMENT

Grade 9 - Written Response

What has been the major political dispute between Alberta and Ottawa for most of the last decade?

CONTENT CATEGORIES

1. ownership and control of natural resources: especially in the development, taxing and marketing of fossil fuels, e.g., oil, natural gas, tar sands, coal

2. French/English language rights

3. other constitutional matters, e.g., patriation of BNA Act, amendments

4. other: freight rates, agricultural prices, taxes

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	11	
INAPPROPRIATE	45	56
CATEGORY 1	26.5	
CATEGORY 2	1	
CATEGORY 3	7	
CATEGORY 3 (two items)	4	
CATEGORIES 1 AND 3	3	
CATEGORIES 1 AND 3 (two items from category 3)	2	
CATEGORIES 1, 2 AND 3	.5	44

COMMENTARY

Surprisingly, less than one-half of the students demonstrate any real knowledge of the political issues called for by this item. Over one-quarter of the students respond in a very abbreviated manner with Category 1. Very little effort is made to offer elaborations or supporting details.

8.2 RESOURCE DEVELOPMENT

Grade 12 - Written-Response

What are the reasons for the relative lack of industries in the North?

CONTENT CATEGORIES

1. severe climate, e.g., very cold, many blizzards, makes living, working and travelling difficult

2. terrain: vast distances make travel and communications difficult, permafrost (muskeg) makes overland travel difficult, delicate ecosystem highly susceptable to permanent damage

3. most food, building materials and equipment must be brought in somehow at great cost, no agriculture

4. population: very small, scattered (mostly Native), i.e., lack of skilled labour supply, land claims not yet settled, isolation

5. sealanes, seaports and inland waterways are frozen most of the year, i.e., access to markets very difficult, no highways

6. exploration for minerals (e.g., oil) extremely expensive, new technologies need to be developed

7. supply of power (e.g., hydro-electric) is undeveloped

8. political: funding not available, lack of incentives, regulations against interests of established industries

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	8
INAPPROPRIATE	16 24
CATEGORY 1	4
CATEGORY 2	2
CATEGORY 3	1
CATEGORY 4	4
CATEGORY 6	1
CATEGORIES 1 AND 2	7

8.2 RESOURCE DEVELOPMENT (Cont'd)
Grade 12 - Written Response

CATEGORIES 1 AND 3	3	
CATEGORIES 1 AND 4	11	
CATEGORIES 1 AND 6	1	
CATEGORY 1 AND ONE OTHER CATEGORY (varied)	2.5	
CATEGORIES 2 AND 3	1	
CATEGORIES 2 AND 4	4	
CATEGORIES 2 AND 6	.5	
CATEGORIES 3 AND 4	1	
CATEGORIES 3 AND 5	1.5	
CATEGORIES 4 AND 5	1	
CATEGORIES 4 AND 6	1	
CATEGORIES 1, 2 AND 3	3	
CATEGORIES 1, 2 AND 4	6	
CATEGORIES 1, 3 AND 4	1	
CATEGORIES 2, 3 AND 4	1	
CATEGORIES 3, 4 AND 5	1.5	
THREE CATEGORIES (mixed)	3	
CATEGORIES 1, 2, 3 AND 4	4	
CATEGORY 4 PLUS THREE OR FOUR OTHERS (mixed)	10	76

COMMENTARY

Although 76 per cent of the students demonstrate a basic understanding of the factors involved in the question, the answers are rather sketchy for this grade level (30 per cent of the students employed three or more content categories in their answers). Also, those categories requiring some inference or analysis are poorly developed.

8.3 ECOL , CONSERVATION AND WILDLIFE

Grade 6 - Written Response

What are three results of water pollution?

CONTENT CATEGORIES

1. Increase in algae (water plants which grow on wastes), weeds
2. other water plants and fish die, the algae use up necessary oxygen supply so that other water life suffocates
3. the water becomes smelly and dirty, looks unpleasant
4. It becomes unsafe to drink
5. no one wants to bathe or swim in it
6. when people or animals eat contaminated fish, they become sick or even die
7. oil spills are of special danger to water fowl, fish
8. once these processes get started they are very difficult to stop, i.e., it is very slow, it is very costly, it is difficult to get people to cooperate on solutions
9. there are many long-range economic effects, e.g., could ruin tourism, commercial and sport fishing, urban water supplies
10. causes of pollution (misinterpretation of the question)

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	6	
INAPPROPRIATE	28	34
ONE CATEGORY	5	
CATEGORIES 2 AND 4	4	
CATEGORIES 2 AND 6	2	
CATEGORY 2 AND ONE OTHER	3	
CATEGORY 3 AND ONE OTHER	2	
CATEGORY 4 AND ONE OTHER	2	

B.3 ECOLOGY, CONSERVATION AND WILDLIFE (Cont'd)

Grade 6 - Written Response

CATEGORY 5 AND ONE OTHER	1	
TWO CATEGORIES (mixed)	1.5	20.5
CATEGORIES 2, 3 AND 4	3	
CATEGORIES 2, 4 AND 5	3	
CATEGORIES 2, 4 AND 6	6	
CATEGORIES 2, 5 AND 6	2	
CATEGORY 1 AND TWO OTHERS (mixed)	1	
CATEGORIES 2 AND 3 AND ONE OTHER (mixed)	4	
CATEGORIES 2 AND 4 AND ONE OTHER (mixed)	5	
CATEGORIES 2 AND 5 AND ONE OTHER (mixed)	3	
CATEGORIES 2 AND 6 AND ONE OTHER (mixed)	3	
THREE CATEGORIES (mixed)	7	
FOUR CATEGORIES (mixed)	6	
FIVE OR MORE CATEGORIES (mixed)	2.5	45.5

COMMENTARY

The major difficulty with this question is a misreading of "results" as causes. Other than that, the students respond quite well. Fory-five per cent are able to offer three results of water pollution.

All Level (Multi-Grade) Results in Geography (Tables 57, 58)

The response rates for the majority of items in three modules (Location, Size and Shape of Canada; Location, Size and Shape of Alberta and Physical Elements), as in Citizenship, show large improvements from grade 6 to grade 9 to grade 12. One-half the items in the Population and Settlement module show large improvements with each grade. This improvement is generally greater from grade 6 to grade 9 than from grade 9 to grade 12. Improvement from grade 6 to grade 9 is greater than from grade 9 to grade 12 on items relating to the map locations of Canadian and Albertan rivers. Note the possible ceiling effect for grade 12 students on Canadian boundaries items (1.3).

There is little change from grade to grade in students' responses to specific items relating to map locations of: Hudson Bay, the Pacific Ocean, Mackenzie River, South Saskatchewan River, Peace River, Athabasca River, Lake Erie, Lake Ontario, Lake Huron, Edmonton, Yellowknife, Winnipeg, Quebec, Charlottetown and the location of the largest geographic area of Canada.

Table 57, below, provides a summary of results for grades 6, 9 and 12.

Table 57

Geography All-Level (Multi-Grade) Averages: Percentages of Students Answering Common Items Correctly According to Content Module

Content Modules	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
1.0 Location, Size and Shape of Canada			
1.3 Boundaries	76	86	90
2.0 Location, Size and Shape of Alberta			
2.1 Location	58	58	68
2.2 Size	57	71	79
2.3 Boundaries - Natural	41	46	46
3.0 Physical Elements			
3.1 Structure and Relief	33	44	54
3.2 Climate	52	76	85
5.0 Population and Settlement			
5.1 Demography	49	55	60
5.2 Settlement Patterns	71	81	87

Table 58 shows the percentages of students answering the same questions correctly in each of the three grades.

Table 58

Canadian Geography: Response Rates
for Multilevel Items

Content Module and Item Stem	Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
1.0 Location, Size and Shape of Canada			
1.3 Boundaries			
Natural:			
§ Matching names of ocean with map location:			
Pacific Ocean	79	81	88
Arctic Ocean	82	90	94
Atlantic Ocean	67	78	86
Hudson Bay	88	95	96
James Bay	79	92	91
Gulf of St. Lawrence	75	90	92
Political:			
* The longest undefended border in the world is shaped by	65	77	83
2.0 Location, Size and Shape of Alberta			
2.1 Location			
Relative Position in Canada:			
* Most of Alberta is located in the	58	58	68
2.2 Size			
Effects of Size on:			
§ Match Alberta land form region with map location:			
Canadian Shield	40	54	64
Alberta Plains	55	71	85
Foothills	65	79	88
Rocky Mountains	81	90	94
Northern Alberta Uplands	45	60	66
2.3 Boundaries			
Natural:			
† Most of Alberta is in the landform region called the	41	46	46
3.0 Physical Elements			
3.1 Structure and Relief			
Natural Drainage and Water Supply:			
§ Matching name of river with map location:			
St. Lawrence River	62	75	82

****

* Multiple Choice † Completion § Matching

Table 58 (Cont'd)

Content Module and Item Stem	Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Mackenzie River	37	40	53
Fraser River	27	36	53
Saskatchewan River	51	63	72
Ottawa River	58	64	76
Columbia River	27	34	47
Saguenay River	28	33	53
Churchill River	30	34	49
Athabasca River	28	42	59
§ Matching name of lake with map location:			
Lake Michigan	33	52	65
Lake Erie	22	33	34
Lake Ontario	23	30	30
Lake Superior	29	44	54
Lake Huron	18	26	31
Lake Athabasca	36	62	64
Great Bear Lake	38	51	62
Lake Winnipeg	50	80	86
Great Slave Lake	32	51	57
§ Matching name of river with map location:			
South Saskatchewan River	28	35	42
North Saskatchewan River	25	34	56
Bow River	23	33	45
Peace River	23	24	25
Athabasca River	32	36	39
Red Deer River	25	28	45
Oldman River	37	47	60
Physiographic (Landform) Regions:			
* The most highly populated region of Canada is the	33	47	65
* The geographic region of Canada with the largest area is the	48	53	63
3.2 Climate			
Climate Controls:			
† The warm west wind which brings a sudden rise in temperature in winter in southern Alberta is the	52	76	85

****

* Multiple Choice † Completion § Matching

Table 58 (Cont'd)

Content Module and Item Stem	Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
5.0 Population and Settlement			
5.1 Demography			
Distribution:			
* Most of Canada's population lives within 100 miles of the	49	55	60
5.2 Settlement Patterns			
Urban (Intensive Ecumene):			
§ Matching city name with map location:			
Toronto	80	89	96
Edmonton	95	97	100
Halifax	60	77	83
Yellowknife	63	64	72
St. John's	56	76	81
Winnipeg	76	88	93
Quebec City	62	72	67
Whitehorse	81	88	94
Charlottetown	65	69	79
Regina	79	91	94
Fredericton	63	69	79
Victoria	75	90	94
Mean (Averages)	51	61	69

****

* Multiple Choice † Completion § Matching

HISTORY

1.0 DISCOVERY AND EXPLORATION OF CANADA

Table 59 History--Discovery and Exploration of Canada: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Norse Voyages	56 (1)	44 (1)	48 (1)
English Voyages to North America	32 (3)	10 (2)	40 (4)
French Voyages to North America	--	15 (1)	51 (1)
Exploration West of the Great Lakes	41 (4)	38 (3)	28 (6)
Northern Exploration	--	14 (1)	9 (1)

*Note: numbers of test items used are recorded in parentheses.

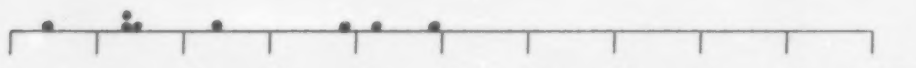
Grade 6 Results

Range: 25-56, Median: 38

Item(s) least frequently correct: name of the explorer who "discovered" Alberta, purpose of first known western voyages from Europe.
Item(s) most frequently correct: where Vikings came from.

The test items on the discovery and exploraton of Canada, with one exception, are incorrectly answered by more than one-half of the grade 6 students. Items on exploration of the West are correctly answered more frequently than items on early English exploration.

Grade 9 Results

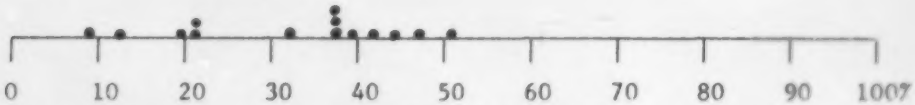


Range: 5-49, Median: 20

Item(s) least frequently correct: John Cabot's voyages.
Item(s) most frequently correct: first explorer to cross Canada.

Grade 9 students' knowledge of the discovery and exploration of Canada is limited. Questions on the Vikings and Alexander MacKenzie are answered the best--but even for these, percentages are below 50. Students are particularly unfamiliar with the explorers Cabot, Hudson, Champlain, and Amundsen.

Grade 12 Results



Range: 9-51, Median: 37

Item(s) least frequently correct: areas explored by Amundsen and Hearne.
Item(s) most frequently correct: Champlain, Vikings, Frobisher, and MacKenzie.

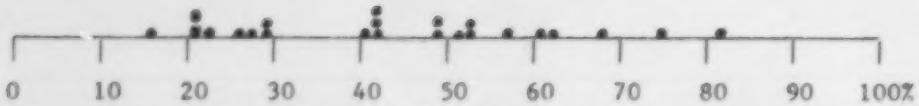
Grade 12 students also score low on items relating to the "discovery" and exploration of Canada. Questions on Norse and English voyages are consistently answered the best. Knowledge of French, western and northern exploration is difficult to assess as the percentage of students responding correctly varied greatly from item to item. Only one question was correctly answered by half of the students.

2.0 INHABITANTS AND SETTLERS

Table 60 History--Inhabitants and Settlers: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
First Canadians	51 (8)	46 (4)	--
Arrival of the French	35 (2)	51 (6)	46 (1)
German Settlers	--	--	29 (2)
United Empire Loyalists	27 (1)	19 (1)	79 (1)
Settlement of the West	44 (11)	39 (15)	38 (10)
Post World War I Migration	26 (1)	41 (1)	44 (1)
Post World War II Migration	--	47 (2)	57 (3)

Grade 6 Results *†



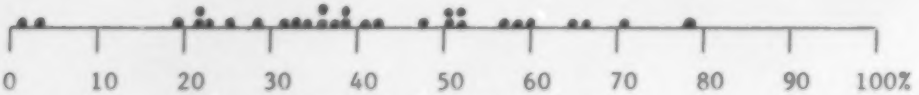
Range: 16-82, Median: 42

Item(s) least frequently correct: Selkirk Colony, where Indians came from, Micmac tribe in the Maritimes.
Item(s) most frequently correct: aspects of Plains Indians culture.

Grade 6 students' knowledge of the Inhabitants and Settlers of Canada is quite diverse. Knowledge about the Plains Indians is good but knowledge about Indians in other parts of Canada is low. Generally, knowledge of items relating to Western Canada are answered better, particularly with reference to the North West Mounted Police, and the reasons why various groups came to the West. Exceptions are the Selkirk Colony, the Chinese in B.C., and the Jews. Knowledge of eastern Canadian settlement and immigration is low.

Less than one-third of the grade 6 students are familiar with the Acadians or the United Empire Loyalists.

Grade 9 Results §±



Range: 2-78, Median: 38

Item(s) least frequently correct: instigator of the Red River settlement, definition of townships.
Item(s) most frequently correct: significance of the "last spike," role of fish and furs in early settlement.

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* See written response item for grade 6, page 172.
† See written response item for grade 6, page 174.
§ See written response item for grade 9, page 175.
± See written response item for grade 9, page 177.

The majority of items regarding the inhabitants and settlers of Canada were answered correctly by 30 to 60 per cent of the students. However, for each concept, the range of knowledge is quite diverse. For example, knowledge of Plains Indians is high, while knowledge of the Iroquois and Inuit is low. Many students are aware of the economic reasons for early French settlement in the Maritimes, but knowledge of Quebec settlement is low. The knowledge of the West also shows some extremes. Questions on Manitoba settlement and on the Palliser expedition are poorly answered but many students are familiar with the Doukhobors, Japanese deportation and Plains Indians' culture.

Grade 12 Results *†

Range: 12-79, Median: 40

Item(s) least frequently correct: location of first school in Alberta, description of Mennonites.
Item(s) most frequently correct: most recent immigrants, reasons for United Empire Loyalist immigration.

As is the case with grades 6 and 9, the extent of knowledge concerning inhabitants and settlers varies. Very few items are answered correctly by a large majority of students. Those that are answered correctly include questions relating to the immigration of the United Empire Loyalists, the Ukrainians, and the "Boat People," as well as the relocation of the Japanese during World War II. Seventy-five per cent or more of the students are unable to identify Lunenburg, the Mennonites, American immigration to the Prairies, the Palliser expedition or the location of the first school in Alberta.

Overall, knowledge in this area shows a great deal of inconsistency. Some specific details are widely known but grade 12 students appear to have a limited knowledge of the historical background of Canada's diversity of cultural and ethnic groups.

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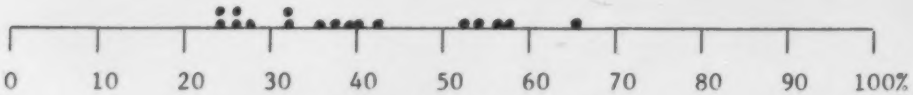
* See written response item for grade 12, page 179.
† See written response item for grade 12, page 180.

3.0 SOCIAL-ECONOMIC DEVELOPMENT *†§

Table 61 History--Social-Economic Development: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Fur Trade of New France	39 (7)	40 (11)	50 (6)
Seigneurial System	40 (2)	40 (4)	--
English Colonies Prior to 1815	24 (1)	53 (1)	69 (1)
Canada (1815-1850)	65 (1)	46 (1)	--
Settlement of the West	33 (2)	52 (6)	41 (4)
Canada's Economic Growth	40 (1)	70 (2)	56 (2)
"Canada's Century"	26 (1)	43 (4)	25 (4)
Prosperous 1920's	--	39 (2)	--
Depression of the 1930's	43 (1)	--	34 (7)
Social Progress	--	25 (3)	48 (3)

Grade 6 Results ±



Range: 24-65, Median: 37

Item(s) least frequently correct: the natural resources which first attracted Europeans to Canada, the seigneurial system.
Item(s) most frequently correct: use of oxen instead of horses.

Grade 6 students appear to know very little about the early socio-economic development of Canada. They were questioned on the fur trade, seigneurial system, natural resources (fish, oil), climate and railways. Basic facts are known by over half the students. These include the need to expand fur trade, one of the most highly prized fur pelts, location of early French settlements and the use of oxen in agriculture. Less than one third of the students are able to name the outer wall of a trading post, name one fur trading company in the 19th century or locate the first major oil discovery in Alberta.

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* See written response item for all levels, pages 184, 192, 198.
† See written response item for all levels, pages 185, 193, 199.
§ See written response item for all levels, pages 186, 195, 201.
± See written response item for grade 6, page 182.

Grade 9 Results *†

Range: 5-83, Median: 42

Item(s) least frequently correct: definition of a seigneur (completion), Louisbourg.
Item(s) most frequently correct: map location of Fort Edmonton, role of transcontinental railway.

Few grade 9 students are able to answer correctly items concerning the history of the Canadian fur trade. Two exceptions are items on the conflicts between English and French traders and between the fur trade and agriculture. Knowledge of the seigneurial system appears to be based mainly on recognition rather than recall. Knowledge of economic issues during western settlement varies. Most students can identify Fort Edmonton on a map and name the original capital of the Northwest Territories. Few can locate Fort Macleod or identify Fort Garry as an early trading post in Manitoba. Questions relating to economic issues after early settlement are answered by larger percentages of students. Exceptions are questions on social progress (e.g., labour organizations and women's rights) as well as specific details, such as the name of the Crowsnest Pass Agreement and the longest serving prime minister.

Grade 12 Results §

Range: 17-72, Median: 39

Item(s) least frequently correct: "on-to-Ottawa trek", influenza epidemic after World War I.
Item(s) most frequently correct: names of fur trade companies, name of CNR, role of North American colonies in supplying raw materials to England.

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* See written response item for grade 9, page 188.
† See written response item for grade 9, page 190.
§ See written response item for grade 12, page 196.

A large proportion of the items on the socio-economic development of Canada are incorrectly answered by over half of the grade 12 students. Seven out of ten students correctly answered questions relating to the fur trade, English Colonies and western settlement. However, there are some questions in each of these areas which were not answered well. The only exception involves items on social progress. These items are answered correctly by approximately half of the students.

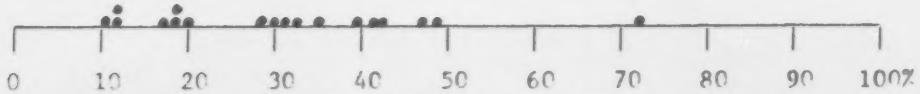
Overall, items relating to early economic issues tend to be answered correctly by a larger number of students than items relating to economic issues of this century (excepting items on social progress). This is the reverse of the trend for grade 9 students.

4.0 POLITICAL DEVELOPMENT

Table 62 History--Political Development: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Government of New France	--	47 (2)	27 (6)
After the Seven Year's War	28 (4)	33 (6)	41 (12)
Rebellions of 1837	30 (2)	39 (4)	22 (7)
Drive and Demand for Responsible Government	--	--	22 (3)
Confederation of Canada	29 (10)	46 (12)	49 (9)
Extending Law and Order West	41 (2)	55 (5)	43 (12)
Achieving Autonomy	--	6 (2)	34 (5)
Bill of Rights (1960)	--	59 (1)	44 (1)
FLQ Crisis (1970)	--	35 (1)	50 (3)
Federal Provincial Confrontation	--	44 (1)	64 (2)

Grade 6 Results



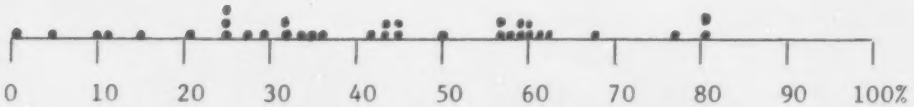
Range: 11-72, Median: 31

Item(s) least frequently correct: year of Confederation, location of Confederation conferences, meaning of Canadian motto.
Item(s) most frequently correct: first prime minister of Canada.

Additional items include the hero of the Battle of Queenston Heights, the leader of the 1837 Rebellion in Lower Canada and the name of the written portion of Canada's constitution.

Most of the items in all the concept areas relating to the political development of Canada are not answered correctly by the majority of grade 6 students. (Note that only 31 per cent of the students can name the first prime minister of Canada on a completion item, whereas 72 per cent can choose the correct name on a multiple choice item.)

Grade 9 Results



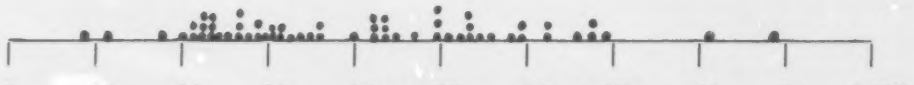
Range: 1-81, Median: 44

Item(s) least frequently correct: name two World War I battles in which Canadians fought, meaning of Canadian motto, Statute of Westminster, naming the leaders at the Battle of the Plains of Abraham.
Item(s) most frequently correct: languages recognized in Manitoba Act of 1870, first Prime Minister of Canada, any three politicians who greatly influenced Confederation.

In the area of political development, grade 9 students are least able to answer questions regarding Canadian autonomy but most are able to answer questions about law and order in the West. Few of the items on Confederation in 1867 are well answered.

Overall, results suggest grade 9 students have an inadequate knowledge of political developments in Canadian history.

Grade 12 Results *



Range: 9-88, Median: 37

Item(s) least frequently correct: Jesuit martyr, meaning of Canadian motto, Company of 100 Associates.
Item(s) most frequently correct: first prime minister of Canada, Constitutional Act of 1791 creating Upper and Lower Canada.

* See written response item for grade 12, page 202.

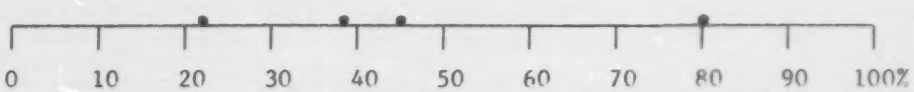
Grade 12 students are generally unable to answer items on the government of New France, the Rebellions of 1837, the drive for responsible government and achievement of Canadian Autonomy. Items relating to the recent issues of the Bill of Rights, the FLQ Crisis and federal-provincial confrontations were correctly answered by about one-half of the students. Most of the items relating to the Seven Year's War and subsequent events were poorly answered (except for General Wolfe and the Constitutional Act of 1791). Items on extending law and order to the West were poorly answered except for items on the North West Mounted Police. The year Alberta and Saskatchewan entered confederation was well answered. Questions on Confederation also tend to be answered correctly by a majority of the students.

5.0 CANADA IN WORLD AFFAIRS

Table 63 History--Canada in World Affairs: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Canadian-United States Relations	--	58 (1)	41 (2)
World War I (1914-1918)	--	19 (1)	28 (3)
Post World War I	--	16 (1)	54 (2)
World War II (1939-1945)	33 (2)	35 (3)	42 (6)
Post World War II (1945-present)	58 (2)	34 (5)	28 (1)
Peacekeeping Role		45 (1)	39 (3)

Grade 6 Results



Range: 22-80, Median: 41

Item(s) least frequently correct: location of D-Day, 1944.
Item(s) most frequently correct: organization for world peace established during World War II.

Results suggest that the knowledge of grade 6 students concerning Canada's role and activities in world affairs during and after World War II is fairly limited.

Grade 9 Results

Range: 12-58, Median: 35

Item(s) least frequently correct: Dieppe raid, League of Nations.
Item(s) most frequently correct: results of the Quebec Act, reason Canada entered World War II.

All but one of the items at the grade 9 level concern Canadian world affairs in this century. Most items are incorrectly answered by approximately one-half or more of the students, which indicates that grade 9 students' knowledge of 20th century Canadian involvement in world affairs is limited.

Grade 12 Results

Range: 12-62, Median: 52

Item(s) least frequently correct: Canadian prime minister during Conscription Crisis, World War II cabinet minister in charge of Munitions and Supply.
Item(s) most frequently correct: Normandy landings, significance of Canada joining League of Nations, reason for entering World War II.

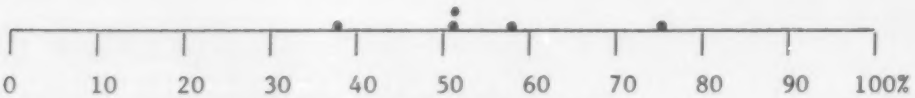
The objective items at the grade 12 level relate primarily to Canada's involvement in world affairs during this century. With the exception of those items listed above, questions in this area are not generally well answered.

6.0 THEMES IN CANADIAN HISTORY

Table 64 History--Themes in Canadian History: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Social	76 (1)	66 (2)	73 (2)
Political	56 (2)	--	47 (2)
Economic	--	43 (2)	39 (5)
International	46 (2)	72 (1)	74 (2)

Grade 6 Results

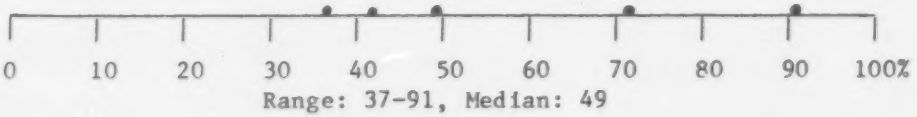


Range: 38-76, Median: 53

Item(s) least frequently correct: name of Heritage Trust Fund.
Item(s) most frequently correct: names of the Prairie provinces.

Results suggest that grade 6 students have a moderate to high knowledge of Themes in Canadian History.

Grade 9 Results

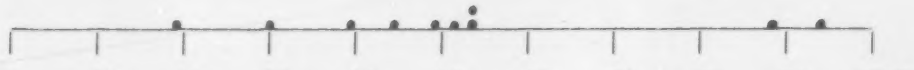


Range: 37-91, Median: 49

Item(s) least frequently correct: relationship of Homestead Act to western settlement.
Item(s) most frequently correct: names of the Prairie provinces.

Grade 9 students' knowledge of Themes in Canadian History is mediocre. Items on economic themes are the most poorly answered.

Grade 12 Results



Range: 19-94, Median: 52

Item(s) least frequently correct: early aims of the CCF party.
Item(s) most frequently correct: names of the Prairie provinces.

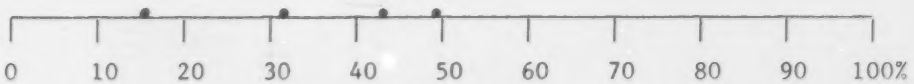
There is evidence that students are fairly knowledgeable about international themes, moderately knowledgeable about social and political themes and least knowledgeable about economic themes.

7.0 SOCIAL AND CULTURAL HISTORY OF WESTERN CANADA

Table 65 History--Social and Cultural History of Western Canada: Successful Responses by Grade

	Average Percent of Students Responding Correctly		
Concept	Grade 6	Grade 9	Grade 12
Women's Rights	--	--	38 (2)
Regional	35 (4)	43 (11)	35 (5)

Grade 6 Results

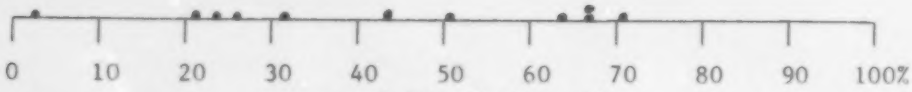


Range: 16-49, Median: 38

Item(s) least frequently correct: name of a 19th Century missionary in Alberta.
Item(s) most frequently correct: the two provinces created in 1905.

Results suggest that grade 6 students' knowledge of the social and cultural history of Alberta and selected aspects of northern history is limited.

Grade 9 Results *

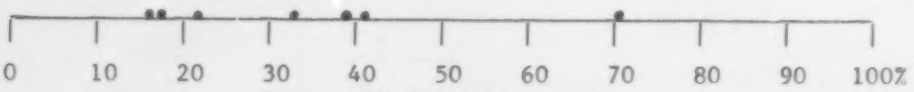


Range: 3-71, Median: 44

Item(s) least frequently correct: naming the first premier of Alberta, selected details of Alberta history, two dominant political parties in recent years.
Item(s) most frequently correct: selected details of Alberta history, the two provinces created in 1905, nickname for Calgary, and area known for dinosaur fossils.

The majority of objective questions at the grade 9 level deal with the social and cultural history of Alberta. Results are very mixed with no evident trends. Items on Saskatchewan and on British Columbia (one each) are not well answered.

Grade 12 Results



Range: 17-71, Median: 34

Item(s) least frequently correct: person often associated with establishing B.C. as a crown colony in 1858, first province to institute government financed hospital care.
Item(s) most frequently correct: the two provinces created in 1905.

Items at the grade 12 level relate primarily to women's rights and the history of Saskatchewan. The students generally are not able to answer these questions adequately.

* See written response item for grade 9, page 203.

8.0 ADDENDUM TO CANADIAN HISTORY

Table 66 History--Addendum: Successful Responses by Grade

Concept	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
Social Organizations and Movements	--	49 (9)	53 (1)
	--	43 (1)	--
Disasters and Agricultural Hardships	--	54 (1)	--
People	48 (1)	55 (12)	50 (2)
Sports	15 (1)	51 (1)	--
General	46 (9)	36 (15)	49 (7)

Grade 6 Results *

Range: 15-87, Median: 42

Item(s) least frequently correct: Canada's national sport, type of transportation in the West before railroads.
Item(s) most frequently correct: Ann Murray, floral emblem of Alberta, two national parks in Alberta.

Grade 9 Results †§

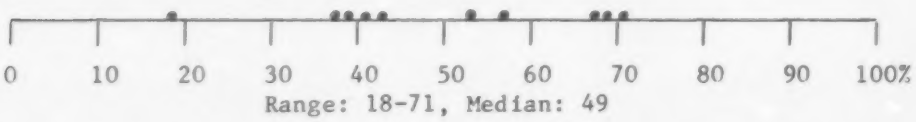
Range: 6-96, Median: 44

Item(s) least frequently correct: Manitoba's floral emblem.
Item(s) most frequently correct: Terry Fox.

* See written response item for grade 6, page 205.
† See written response item for grade 9, page 206.
§ See written response item for grade 9, page 208.

The majority of items at the grade 9 level are classified as "social," "people" or "general" which require students to display a wide range of knowledge. Few students can correctly identify a chautauqua, soddies and work bees. Most are familiar with chinooks and with family allowance. Few can identify the first female MP, Grace MacInnis or the Group of Seven. Sports heroes (except Graham Smith) and Terry Fox are correctly identified by 60 per cent or more of the students. Items not well known include the floral emblems of Manitoba and Saskatchewan, Anik satellite and the original names of Ottawa, Quebec, and Montreal. Ninety per cent could identify Alberta's floral emblem. Three out of five students can identify Karen Kain and the three most recent prime ministers.

Grade 12 Results



Range: 18-71, Median: 49

Item(s) least frequently correct: Alberta location designated by UNESCO as a World Heritage Site.
Item(s) most frequently correct: Candu reactors, Karen Kain, three most recent prime ministers.

The questions at the grade 12 level reflect a diversity of content areas. Seventy per cent of the students can identify the three most recent prime ministers.

2.0 INHABITANTS AND SETTLERS

Grade 6 - Written Response (two level item)

Describe three survival skills that the Indians taught the new settlers in early Canada.

CONTENT CATEGORIES

1. use of natural herb remedies for diseases, e.g., spruce bark tea for scurvy
2. fishing, tracking, trapping, hunting unfamiliar species of game
3. gathering and cultivation of unfamiliar fruits and vegetables, e.g., tobacco, corn, squash, beans, pumpkins, buckwheat, wild rice, berries
4. food preparation and storage, e.g., pemmican
5. making and using snowshoes
6. making and using birchbark canoes
7. making clothing, containers and shelters out of hides
8. the language and customs of their Indian neighbours
9. navigation and exploration of uncharted waterways and wilderness
10. how to make a fire without flint

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	20	
INAPPROPRIATE	5	25
CATEGORY 1	2	
CATEGORY 2	4	
CATEGORY 3	1	
CATEGORY 4	.5	
CATEGORY 5	1	
CATEGORY 7	.5	
CATEGORY 10	8	17

2.0 INHABITANTS AND SETTLERS (Cont'd)

Grade 6 - Written Response (two level item)

CATEGORY 1 AND ONE OTHER (varied)	2	
CATEGORIES 2 AND 3	3	
CATEGORIES 2 AND 7	8	
TWO CATEGORIES (mixed)	4	
THREE CATEGORIES (mixed, two appropriate, one inappropriate)	11	28
CATEGORY 1 AND TWO OTHERS (mixed)	2	
CATEGORIES 1 AND 2 AND ONE OTHER (varied)	4	
CATEGORIES 2 AND 3 AND ONE OTHER (varied)	7	
CATEGORIES 2 AND 4 AND ONE OTHER (varied)	4	
CATEGORIES 2 AND 5 AND ONE OTHER (varied)	4	
CATEGORIES 2 AND 7 AND ONE OTHER (varied)	3	
THREE CATEGORIES (mixed)	3	
FOUR CATEGORIES (mixed, three appropriate, one inappropriate)	1	
FOUR CATEGORIES	2	30

COMMENTARY

Thirty per cent of the students are able to provide three (or more) appropriate responses as requested by the item.

A few misconceptions appear. A number of students think that the Indians taught the white man how to ride horses, fight, build log cabins and plough.

2.0 INHABITANTS AND SETTLERS

Grade 6 - Written Response

Why did some prairie pioneers build sod houses?

CONTENT CATEGORIES

1. other building materials (e.g., lumber, bricks, stone, etc.) were very scarce on the Prairies
2. natural sod was abundant and had to be broken anyway in order to plant first crops
3. very cheap and effective building material, withstood the climate well, simple to build
4. for shelter

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	9	
INAPPROPRIATE	8	17
CATEGORY 1	17	
CATEGORY 2	3	
CATEGORY 3	19	
CATEGORY 4	2	
ANY TWO CATEGORIES (one inappropriate)	8	
CATEGORIES 1 AND 2	6	
CATEGORIES 1 AND 3	11	
CATEGORIES 1 AND 4	1	
CATEGORIES 3 AND 4	1	
TWO CATEGORIES (mixed)	8	
THREE CATEGORIES	7	83

COMMENTARY

Eighty-three per cent of the students are able to provide at least one appropriate response to this question. The answers are expressed on a very concrete, practical level with specific details.

This item shows the abilities of this age group to perform effectively when they understand the vocabulary and the knowledge called for in the question.

2.0 INHABITANTS AND SETTLERS

Grade 9 - Written Response (two level item)

Describe three survival skills that the Indians taught the new settlers in early Canada.

CONTENT CATEGORIES

1. use of natural herb remedies for diseases, e.g., spruce bark tea for scurvy
2. fishing, tracking, trapping, hunting unfamiliar species of game
3. gathering and cultivation of unfamiliar fruits and vegetables; e.g., tobacco, corn, squash, beans, pumpkins, buckwheat, wild rice, berries
4. food preparation and storage, e.g., pemmican
5. making and using snowshoes, travois
6. making and using birchbark canoes
7. making clothing, containers and shelters out of hides
8. the language and customs of their Indian neighbours, e.g., jewellery and other crafts, smoking tobacco
9. navigation and exploration of uncharted waterways and wilderness, weather prediction
10. making a fire without flint

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	10 10
CATEGORY 1	4
CATEGORY 2	3
CATEGORY 3	4
CATEGORY 5	3
CATEGORY 6	4
CATEGORY 7	1.5
CATEGORY 8	6
CATEGORY 9	1.5

2.0 INHABITANTS AND SETTLERS (Cont'd)

Grade 9 - Written Response (two level item)

CATEGORY 10	2	29
CATEGORIES 1 AND 3	2	
CATEGORIES 2 AND 3	8.5	
CATEGORIES 2 AND 4	6	
CATEGORIES 2 AND 7	27.5	
CATEGORIES 3 AND 7	3	
CATEGORIES 4 AND 7	1.5	48.5
CATEGORIES 1, 2 AND 3	2	
CATEGORIES 1, 2, 3 AND 4	2	
CATEGORIES 1, 2, 3 AND 5	1	
CATEGORIES 1, 2, 3, 5 AND 7	6	
MORE THAN FOUR CATEGORIES (mixed)	1.5	12.5

COMMENTARY

There are very few inappropriate responses to this item. Exceptions include many contributions of the native peoples to white society which could not be considered survival skills.

The responses concentrated on the basic food, shelter and clothing requirements for survival in an unfamiliar wilderness. Tools, medicine, means of conveyance and communication are less frequently mentioned.

The students demonstrate an adequate awareness concerning this topic.

2.0 INHABITANTS AND SETTLERS

Grade 9 - Written Response

How was the Indian way of life changed by European fur trade and settlement?

CONTENT CATEGORIES

1. increased inter-tribal strife, e.g., between Huron and Iroquois, among Plains tribes
2. exposure to communicable diseases to which Indians had no immunity decimated tribal populations, e.g., smallpox, measles
3. introduction of alcohol caused addiction, malnutrition, social degradation
4. Indians became dependent on trade with white man, lost many of the old survival skills, e.g., introduction of steel traps and knives made trapping more efficient, introduction of horses and guns made buffalo hunt on the Prairies more efficient
5. shift from subsistence level to accumulation of surplus (e.g., pelts, hides, horses) for trade changed traditional social structure (familial), i.e., the more goods for trade, the higher the status, ideas of private property, accumulation of and rivalry for wealth, when trading stopped (beaver and buffalo depleted) cultural deterioration set in
6. introduction of Christianity and undermining of tribal values
7. as agricultural settlements took over, Indians became subject to white man's laws and government, they eventually lost their land and were restricted to reserves, became socialized into white man's society, (e.g., food, clothing, shelter, medicine, education), few skills to survive in white society
8. now they have difficulty maintaining even a vestige of their former culture, encounter considerable racial prejudice, are essentially wards of the federal government, despite treaty rights, have severe difficulties coping, e.g., poverty, unemployment, alienation; are artificially divided (status/non-status)

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	9	
INAPPROPRIATE	9	18
CATEGORY 1	1	
CATEGORY 2	2	
CATEGORY 3	2	
CATEGORY 4	11.5	
CATEGORY 5	3	
CATEGORY 6	3	
CATEGORY 7	12	
CATEGORY 8	3	
CATEGORIES 1 AND 3	1	

2.0 INHABITANTS AND SETTLERS (Cont'd)
Grade 9 - Written Response

CATEGORIES 1 AND 4	1	
CATEGORIES 1 AND 5	.5	
CATEGORIES 3 AND 4	3.5	
CATEGORIES 3 AND 5	1	
CATEGORIES 3 AND 7	3	
CATEGORIES 4 AND 5	1	
CATEGORIES 4 AND 7	9	
CATEGORIES 7 AND 8	4	
CATEGORIES 5 AND 7	5	
CATEGORIES 1, 3 AND 4	2	
CATEGORIES 1, 3 AND 5	1	
CATEGORIES 1, 3 AND 7	.5	
CATEGORIES 1, 4 AND 7	2.5	
CATEGORIES 1, 5 AND 7	3	
CATEGORIES 3, 4 AND 5	.5	
CATEGORIES 3, 4 AND 7	1.5	
CATEGORIES 3, 5 AND 7	1	
CATEGORIES 4, 5 AND 7	1	
CATEGORIES 3, 5 AND 8	1	
THREE OR MORE CATEGORIES	2	82

COMMENTARY

Student responses concentrate heavily on the loss of land and restriction to reserves (Category 7). The second major content area discussed is the loss of traditional skills and customs. The impact of disease, alcohol and missionaries on traditional values is also mentioned. These students demonstrate a positive bias toward the plight of the Indian and a basic understanding of how such conditions came about.

2.0 INHABITANTS AND SETTLERS

Grade 12 - Written Response

What were the three major components of the National Policy of 1879?

CONTENT CATEGORIES

1. the building of the Canadian Pacific Railway: Confederation promise to British Columbia, unifying link across Canada
2. large-scale settlement of the West: dependent on the CPR, development of Western agriculture
3. protection of the financial interests of Eastern manufacturers through a system of tariffs: especially vis-a-vis American goods
4. establishment of east/west trade patterns whereby: manufactured and processed goods from the East would be shipped to the West, primary products of the West (wheat, cattle, lumber, etc.) would be shipped to the East and on to export markets
5. scheme for nation-building: consolidation of the influence of Ottawa over the rest of Canada (especially the West)

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	55	
INAPPROPRIATE	37	92
CATEGORY 1	1	
CATEGORY 3	2	
CATEGORY 1 PLUS ONE OTHER (inappropriate)	2	
CATEGORY 3 PLUS ONE OTHER (inappropriate)	2	
CATEGORY 4 PLUS ONE OR TWO OTHERS (inappropriate or partially appropriate)	1	
CATEGORY 5 PLUS ONE OR TWO OTHERS (inappropriate or partially appropriate)	2	8
NOTE: CATEGORIES 3 AND 5 (appropriate)	1 student	

COMMENTARY

The students have no knowledge of the National Policy of 1879. Their misconceptions include: constitutional development, civil rights, establishing peace, i.e., treaties with French, Indians, other countries, Confederation, division of powers in the BNA Act.

There is a notable "I don't know and I don't care" attitude exhibited by a significant number of students. It is interesting that grade 12 students can be so highly opinionated about East/West rivalries and know so little about an important element of the historical backdrop.

2.0 INHABITANTS AND SETTLERS

Grade 12 - Written Response

Identify the significant effect on the Indian way of life brought about by early contact with European civilization.

CONTENT CATEGORIES

1. increased inter-tribal strife, e.g., between Huron and Iroquois, among Plains tribes

2. exposure to communicable diseases to which Indians had no immunity decimated tribal populations, e.g., smallpox, measles

3. introduction of alcohol caused addiction, malnutrition, social degradation

4. Indians became dependent on trade with white man, lost many of the old survival skills, e.g., introduction of steel traps and knives made trapping more efficient, introduction of horses and guns made buffalo hunt on the Prairies more efficient

5. shift from subsistence level to accumulation of surplus (e.g., pelts, hides, horses) for trade changed traditional social structure (familial), i.e., the more goods for trade, the higher the status, ideas of private property, accumulation of and rivalry for wealth, when trading stopped (beaver and buffalo depleted), cultural deterioration set in

6. introduction of Christianity and undermining of tribal values

7. as agricultural settlements took over, Indians became subject to white man's laws and government, they eventually lost their land and were restricted to reserves, became socialized into white man's society, (e.g., food, clothing, shelter, medicine, education), few skills to survive in white society

8. now they have difficulty maintaining even a vestige of their former culture, encounter considerable racial prejudice, are essentially wards of the federal government, despite treaty rights, have severe difficulties coping, (e.g., poverty, unemployment, alienation), are artificially divided (status/non-status)

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	12	
INAPPROPRIATE	11	23
CATEGORY 1	1	
CATEGORY 3	1	
CATEGORY 4	4	

2.0 INHABITANTS AND SETTLERS (Cont'd)
Grade 12 - Written Response

CATEGORY 5	1	
CATEGORY 7	7	
CATEGORY 8	2	
CATEGORIES 1 AND 5	1	
CATEGORIES 2 AND 5	1	
CATEGORIES 3 AND 5	4	
CATEGORIES 4 AND 5	3	
CATEGORIES 5 AND 7	4	
CATEGORIES 5 AND 8	2	
TWO CATEGORIES (mixed)	2	
CATEGORIES 3, 4 AND 5	2	
CATEGORY 4 PLUS SEVERAL OTHERS (mixed)	5	
CATEGORY 5 PLUS SEVERAL OTHERS (mixed)	16	
CATEGORY 7 PLUS SEVERAL OTHERS (mixed)	21	77

COMMENTARY

Although over three-quarters of the students responded to this item, the quality of the answers in terms of variety of content, supporting examples and depth of analysis is disappointing for this grade level. Many of the answers are highly evaluative in tone (very pro-Indian) but not argued well.

3.0 SOCIAL-ECONOMIC DEVELOPMENT

Grade 6 - Written Response

What are three ways in which the Canadian Pacific Railroad helped the development of Western Canada?

CONTENT CATEGORIES

1. provided a unifying link across Canada, fulfilled a promise to British Columbia
2. made large-scale settlement possible, advertised in Europe for settlers
3. provided employment for labourers, e.g., Chinese
4. speedily transported troops (N.W.M.P.) to quell the Riel Rebellion
5. shipped produce and raw materials to the East, e.g., wheat, cattle, lumber
6. shipped manufactured goods and supplies out West
7. towns grew up along the line, business and industry developed
8. consolidated the influence of Ottawa over the West (National Policy), especially in relation to the Americans
9. provided a new, faster mode of transportation

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	10	
INAPPROPRIATE	3	13
CATEGORY 1	1	
CATEGORY 2	5	
CATEGORY 3	1	
CATEGORY 5	2	
CATEGORY 6	4	
CATEGORY 7	1	
CATEGORY 9	11	25
CATEGORY 1 AND ONE OTHER (varied)	3	

3.0 SOCIAL-ECONOMIC DEVELOPMENT (Cont'd)

Grade 6 - Written Response

CATEGORY 2 AND ONE OTHER (varied)	1	
CATEGORIES 2 AND 4	1	
CATEGORIES 2 AND 5	4	
CATEGORIES 2 AND 6	10	
CATEGORIES 2 AND 7	2	
CATEGORIES 2 AND 9	3	
CATEGORIES 5 AND 6	2	
CATEGORIES 5 AND 9	2	
CATEGORIES 6 AND 9	7	
TWO CATEGORIES (mixed)	1	36
CATEGORIES 1, 2 AND 6	2	
CATEGORIES 2, 5 AND 6	5	
CATEGORIES 2, 6 AND 9	4	
CATEGORIES 5, 6 AND 9	1	
THREE CATEGORIES (mixed)	14	26

COMMENTARY

Although a large proportion of the students responded to this question, many of the answers are quite superficial (especially Category 9).

3.0 SOCIAL-ECONOMIC DEVELOPMENT

Grade 6 - Written Response (all level item)

What effects did the fur trade have on exploration in Canada?

CONTENT CATEGORIES

1. a major impetus to exploration

2. as fur-bearing animals were depleted in one trapping area, trappers had to go farther and farther into the wilderness; on these expeditions they explored and mapped much of the land

3. exploration took place mainly along navigable waterways, travel was much easier than overland, sought routes by which to ship pelts to trading posts

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	24	
INAPPROPRIATE	51	75
CATEGORY 1	11	
CATEGORY 2	12	
CATEGORY 2 AND ONE OTHER (inappropriate)	1	
CATEGORIES 1 AND 2	1	25

COMMENTARY

Many students interpret the question as: "What were the effects of the fur trade?". Consequently, students discuss the impact on the Indians and wildlife. Secondly, there is confusion about the appropriate time frame. Students often assume that "the fur trade" is a contemporary enterprise. Of those students who attempt to answer the question as posed, a common misconception is that "explorers could not explore because there were too many fur traders around." In other words, they do not link the two processes in any significant manner.

3.0 SOCIAL-ECONOMIC DEVELOPMENT

Grade 6 - Written Response (all level item)

What was Rupert's Land?

CONTENT CATEGORIES

1. territories granted to the Hudson's Bay Company
2. by the British Crown (Charles II)
3. in the 17th Century (1670)
4. named after Prince Rupert (first governor of the Company)
5. included all lands drained by the rivers flowing into Hudson Bay
6. miscellaneous descriptions of the land and its usage
7. area around Prince Rupert, B.C.
8. coastal regions, Maritimes, Islands, etc.

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	43	
INAPPROPRIATE	36	79
CATEGORY 3 (partially appropriate)	1	
CATEGORY 4 (partially appropriate)	1.5	
CATEGORY 5 (partially appropriate)	11	
CATEGORY 1	1	
TWO CATEGORIES (mixed, partially appropriate)	1.5	21

COMMENTARY

Categories 7 and 8 were added to the content description because these are the most prevalent inappropriate responses. Students do not recognize the name "Rupert's Land" although they are able to describe, to some extent, the area and land use.

3.0 SOCIAL-ECONOMIC DEVELOPMENT

Grade 6 - Written Response (all level item)

What does the term "Dirty Thirties" mean?

CONTENT CATEGORIES

1. time span: 1930-1940, began with Stock Market Crash and ended with World War II, 10 years in the 1930's
2. the Depression
3. climatic/environmental: years of drought--dust storms, dry wind, no rain, no crops, livestock starved
4. amplifications: effects on business and industry, economic instability and poverty, low employment and/or money shortages, food shortages, starvation, social effects (hard times), political effects

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	21	
INAPPROPRIATE	32.5	53.5
ONE OR MORE AMPLIFICATIONS (some inappropriate)	4.5	
ONE OR MORE AMPLIFICATIONS (with some inappropriate)	1.5	
CATEGORY 1	1	
CATEGORY 2	3	
CATEGORY 3	8	
CATEGORY 1, 2, OR 3 (with one or more inappropriate amplifications)	3.5	
CATEGORY 1 OR 2 (with mixed amplifications)	2	17.5
CATEGORY 1 (with one or two appropriate amplifications)	2	
CATEGORY 2 (with one or two appropriate amplifications)	2	
CATEGORY 3 (with one or two appropriate amplifications)	5	
ONE CATEGORY (with three or more amplifications)	1.5	
CATEGORIES 1 AND 2	1	

3.0 SOCIAL-ECONOMIC DEVELOPMENT (Cont'd)
Grade 6 - Written Response (all level item)

CATEGORIES 1 AND 3	4	
TWO CATEGORIES (with mixed amplifications)	1	16.5
TWO CATEGORIES (with one appropriate amplification)	1	
TWO CATEGORIES (with two or more appropriate amplifications)	3	
THREE CATEGORIES (some with appropriate amplifications)	1.5	5.5

COMMENTARY

Over 60 per cent of the students have little or no knowledge of what the term "Dirty Thirties" signifies. Only six per cent can give an accurate description including two of the three major categories along with some discussion of the personal, social, economic or political ramifications of the period. Of the three major categories, category three (drought, dust, poor crops) tends to be the most frequently mentioned by itself or in conjunction with other points. There are many inappropriate answers, such as: being 30 years old, being unclean (physically), the Wars, immoralities and cultural characteristics of the 20's or 30's.

3.0 SOCIAL-ECONOMIC DEVELOPMENT

Grade 9 - Written Response

What are three of the main purposes of labour unions?

CONTENT CATEGORIES

1. collective bargaining (or strike if need be) on contracts because a union has more power than an individual

2. for better wages, e.g., minimum wage

3. better hours, e.g., maximum number of hours per day, per week

4. better benefits, e.g., pensions, insurance, etc.

5. better working conditions, e.g., equipment, safety

6. protect workers' civil rights, e.g., exploitation and/or abuse of individual workers (racist, sexist), interests of workers vis-a-vis changing conditions (automation), age restrictions (child labour, retirement age)

7. act as a pressure group, e.g., to inform the public of labour's position on social issues, to press for reforms at the political level, public relations

8. provide special programmes for membership, e.g., cooperative housing, community health, senior citizens, education, strike fund

9. other: provides employment, prevents layoffs, grievance committees

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	11	
INAPPROPRIATE	5	16
CATEGORY 1	4	
CATEGORY 2	1.5	
CATEGORY 5	.5	
CATEGORY 6	3.5	
CATEGORY 7	1	
CATEGORY 8	.5	
CATEGORY 9	3	14.0
CATEGORY 1 AND ONE OTHER (varied)	7	
CATEGORY 2 AND 5	3	
CATEGORY 2 AND 6	2	
CATEGORY 2 AND ONE OTHER (varied)	3.5	
CATEGORY 4 AND ONE OTHER (varied)	1	

3.0 SOCIAL-ECONOMIC DEVELOPMENT (Cont'd)
Grade 9 - Written Response

CATEGORY 5 AND ONE OTHER (varied)	1	
CATEGORIES 5 AND 6	1	
CATEGORY 6 AND ONE OTHER (varied)	3	
CATEGORY 7 AND ONE OTHER (varied)	.5	
CATEGORY 9 AND ONE OTHER (varied)	2	24.0
CATEGORIES 1, 2 AND 5	2	
CATEGORY 1 AND TWO OTHERS (mixed)	7	
CATEGORIES 2, 3 AND 5	6	
CATEGORIES 2, 5 AND 6	4	
CATEGORIES 2 AND 5 AND ONE OTHER (varied)	6	
CATEGORIES 2 AND 6 AND ONE OTHER (varied)	5	
CATEGORY 2 AND TWO OTHERS (mixed)	3	
THREE CATEGORIES (mixed)	5	
FOUR CATEGORIES (mixed)	7	
MORE THAN FOUR CATEGORIES (mixed)	1	46

COMMENTARY

Forty-six per cent of the students are able to provide three (or more) content categories as called for by the item. However, there is a tendency to offer "activities" of unions rather than frame the answers in terms of "purposes."

"To go on strike" is a very common notion which was not always associated with the idea of collective bargaining. Students also employ the concept of the "group over the individual" frequently, but do not seem to see it in connection with Category 7. Category 2 is by far the most prevalent response, usually in combination with Categories 3 and 4. Students are able to provide supporting details in these four categories. The more abstract/diffuse ideas of Categories 7 to 9 seldom appear.

3.0 SOCIAL-ECONOMIC DEVELOPMENT

Grade 9 - Written Response

What effect did the fur trade have on settlement in Canada?

CONTENT CATEGORIES

1. first European inhabitants were primarily interested in the fur trade: trading posts formed the basis of communities, i.e., trappers, traders, eventually their families, the Church
2. the chartered monopolies were often required to establish permanent settlements, recruit and provision settlers, e.g., Company of 100 Associates
3. when fur-bearing animals were depleted in an area, trappers moved on to another wilderness region and agricultural settlers moved in
4. Lord Selkirk, as a major shareholder of the Hudson's Bay Company, established the first permanent agricultural settlement on the Prairies
5. established relations with Indians, e.g., coureurs de bois, inter-marriage
6. increased the population

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	12
INAPPROPRIATE	20 32
CATEGORY 1	15
CATEGORY 3	9
CATEGORY 4	1
CATEGORY 5	3
CATEGORY 6	2
CATEGORY 1 AND ONE OTHER (varied, inappropriate)	7
CATEGORY 3 AND ONE OTHER (varied, inappropriate)	4
CATEGORIES 1 AND 2	1
CATEGORIES 1 AND 3	13

3.0 SOCIAL-ECONOMIC DEVELOPMENT (Cont'd)
Grade 9 - Written Response

CATEGORIES 1 AND 5	2	
CATEGORIES 1 AND 6	1	
CATEGORIES 3 AND 5	4	
CATEGORIES 3 AND 6	2	
CATEGORIES 5 AND 6	1	
THREE CATEGORIES (mixed)	3	68

COMMENTARY

Sixty-eight per cent of the students are well aware that the potential wealth to be gained in the fur trade was an impetus to immigration. Also, many students are cognizant that the pattern of settlement followed the trade routes and built up around trading posts. However, very little mention is made of the involvement of the chartered companies in initiating and establishing permanent settlements.

3.0 SOCIAL-ECONOMIC DEVELOPMENT

Grade 9 - Written Response (all level item)

What effects did the fur trade have on exploration in Canada?

CONTENT CATEGORIES

1. a major impetus to exploration, fur trade important economically
2. as fur-bearing animals were depleted in one trapping area, trappers had to go farther and farther in the wilderness, on these expeditions they explored and mapped much of the land, territorial rivalry among companies, funded expeditions, e.g., Radisson and Groseilliers
3. exploration took place mainly along navigable waterways, travel was much easier than overland, sought routes by which to ship pelts to trading posts, Indian guides

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	14	
INAPPROPRIATE	23	37
CATEGORY 1	8	
CATEGORY 2	22	
CATEGORY 3	12	
CATEGORIES 1 AND 3	5	
CATEGORIES 2 AND 3	11	
CATEGORIES 1, 2 AND 3	5	63

COMMENTARY

Many students talk about the trappers/traders having to move farther west in search of fur-bearing animals and/or that the trading companies funded such expeditions. However, these answers are very vague and often do not consider the whole question. There is a tendency to split the question into either the "fur trade" or "explorers" without developing appropriate cause and effect relationships.

3.0 SOCIAL-ECONOMIC DEVELOPMENT

Grade 9 - Written Response (all level items)

What does the term "Dirty Thirties" mean?

CONTENT CATEGORIES

1. time span: 1930-1940, began with Stock Market Crash ended with World War II, 10 years in the 1930's
2. the Depression
3. climatic/environmental: years of drought--dust storms, dry wind, no rain, no crops, livestock starved
4. amplifications: effects on business and industry, economic instability and poverty, low employment and/or money shortages, food shortages, starvation, social effects (hardtimes), political effects

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	10	
INAPPROPRIATE	12	22
ONE OR MORE AMPLIFICATIONS (some inappropriate)	3.5	3.5
CATEGORY 1	.5	
CATEGORY 2	6.5	
CATEGORY 3	1	
CATEGORY 1, 2, OR 3 (with one or more inappropriate amplifications)	6.5	
CATEGORY 1 (with mixed amplifications)	5	
CATEGORY 2 (with mixed amplifications)	3	22.5
CATEGORY 1 (with one or two appropriate amplifications)	2	
CATEGORY 2 (with one or two appropriate amplifications)	8	
CATEGORY 3 (with one or two appropriate amplifications)	2	
CATEGORY 1 (with three or more appropriate amplifications)	1	
CATEGORY 2 (with three or more appropriate amplifications)	3	

3.0 SOCIAL-ECONOMIC DEVELOPMENT (Cont'd)
Grade 9 - Written Response

CATEGORY 3 (with three or more appropriate amplifications)	.5	
TWO CATEGORIES (with one or more inappropriate amplifications)	2	
CATEGORIES 1 AND 2	3	
CATEGORIES 2 AND 3	2	
CATEGORIES 1 AND 3	2	
CATEGORIES 1 AND 2 (with mixed amplifications)	2.5	28
CATEGORIES 1 AND 2 (with one appropriate amplification)	2	
CATEGORIES 2 AND 3 (with one appropriate amplification)	3	
CATEGORIES 1 AND 3 (with one appropriate amplification)	1.5	
CATEGORIES 1 AND 2 (with two or more appropriate amplifications)	6	
CATEGORIES 2 AND 3 (with two or more appropriate amplifications)	1.5	
CATEGORIES 1 AND 3 (with two or more appropriate amplifications)	2	
CATEGORIES 1, 2 AND 3 (with two or more appropriate amplifications)	3	
CATEGORIES 1, 2 AND 3 (with one or more appropriate amplifications)	5	24

COMMENTARY

Twenty-four per cent of the grade 9 students are able to refer to two or more of the major categories describing the "Dirty Thirties," as well as to one or more of the personal, social, political or economic effects of the period. These students have no major misconceptions of conditions in the 1930's. Of the remaining students, 22 per cent know nothing of the times, 22.5 per cent are able to identify one of the major categories and 38 per cent are able to identify two of the major categories or one major category with some amplifications. Many of these students have misconceptions that this was a time characterized by world war, immorality and/or violent crime.

3.0 SOCIAL-ECONOMIC DEVELOPMENT

Grade 9 - Written Response (all level item)

What was Rupert's Land?

CONTENT CATEGORIES

1. territories granted to the Hudson's Bay Company
2. by the British Crown (Charles II)
3. in the 17th Century (1670)
4. named after Prince Rupert (first governor of the Company)
5. included all lands drained by the rivers flowing into Hudson Bay
6. miscellaneous descriptions of the land and its usage
7. area around Prince Rupert, B.C.
8. coastal regions, Maritimes, Islands

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	37	
INAPPROPRIATE	34	71
CATEGORY 4	2.5	
CATEGORY 5 (partially appropriate)	12.5	
CATEGORY 6	4	
CATEGORIES 1 AND 2	1	
CATEGORIES 2 AND 5	1.5	
CATEGORIES 4 AND 5	2	
CATEGORIES 5 AND 6	1	
THREE CATEGORIES (mixed)	4.5	29

COMMENTARY

It should be noted that Categories 7 and 8 are added to the content listing on the basis of inappropriate student responses to this item. Miscellaneous descriptions (Category 6) are numerous and for the most part inappropriate. The concept of time is not well understood.

3.0 SOCIAL-ECONOMIC DEVELOPMENT

Grade 12 - Written Response

What were the main features and purposes of the seigneurial system?

CONTENT CATEGORIES

purposes

1. landholding system - a modified form of feudalism
2. to settle and populate the new colony
3. to establish the social order of New France, e.g., maintenance of social classes, maintenance of social control

the seigneur

4. received hereditary land grant from the Crown
5. was expected to divide the estate into small farms
6. obtain settlers
7. provide necessities for clearing land, start farming, e.g., tools, animals
8. protect the habitants

the habitant

9. farm the land
10. paid a small tax to the seigneur
11. gave a certain percentage of produce to the seigneur
12. performed certain services for the seigneur at specified intervals, e.g., worked on seigneur's land
13. miscellaneous statements (largely interpretive, political)

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	52	
INAPPROPRIATE	23	75
CATEGORY 1 PLUS ONE OTHER (inappropriate)	10	
CATEGORY 1 PLUS ONE OTHER (appropriate)	2	

3.0 SOCIAL-ECONOMIC DEVELOPMENT (Cont'd)
Grade 12 - Written Response

CATEGORIES 5 AND 9	1	
CATEGORY 11 AND ONE OTHER (varied)	1	
CATEGORIES 1, 3 AND 4	1	
CATEGORIES 3, 5 AND 9	1	
THREE CATEGORIES (mixed)	2	
THREE CATEGORIES (mixed) PLUS ONE OTHER (inappropriate)	3	
CATEGORY 5 PLUS THRE OTHERS (mixed)	1	
CATEGORY 5 PLUS THREE OTHERS (mixed, appropriate) AND ONE OTHER (inappropriate)	1	
CATEGORIES 1 AND 11 PLUS THREE OTHERS (mixed)	1	
SIX OR MORE CATEGORIES (mixed)	1	25

COMMENTARY

This item strongly differentiates between those who know something and those who do not. The 25 per cent of the students responding appropriately have a definite understanding of the seigneurial system despite the lack of supportive detail.

Many of those who respond inappropriately admit (perhaps resentfully) that they have not studied early Canadian history for some time and could not remember that material.

3.0 SOCIAL-ECONOMIC DEVELOPMENT

Grade 12 - Written Response (all level item)

What effects did the fur trade have on exploration in Canada?

CONTENT CATEGORIES

1. a major impetus to exploration: increasing demand in Europe for pelts, rivalry among the chartered companies

2. as fur-bearing animals were depleted in one trapping area, trappers had to go farther and farther into the wilderness, on these expeditions they explored and mapped much of the land; Indians acted as guides

3. exploration took place mainly along navigable waterways, travel was much easier than overland, sought routes by which to ship pelts to trading posts

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	5	
INAPPROPRIATE	15	20
CATEGORY 1	12	
CATEGORY 2	31	
CATEGORY 3	1	
CATEGORY 2 PLUS ONE OTHER (inappropriate)	5	
CATEGORIES 1 AND 2	27	
CATEGORIES 2 AND 3	1	
CATEGORIES 1, 2 AND 3	3	80

COMMENTARY

Most students demonstrate a basic understanding of the relationships involved in this item, but do not fully elaborate their answers. Understanding of chronology is weak and there is a tendency to discuss "settlement" rather than "exploration."

3.0 SOCIAL-ECONOMIC DEVELOPMENT

Grade 12 - Written Response (all level items)

What does the term "Dirty Thirties" mean?

CONTENT CATEGORIES

1. time span: 1930-1940, began with Stock Market Crash ended with World War II, 10 years in the 1930's
2. the Depression
3. climatic/environmental: years of drought--dust storms, dry wind, no rain, no crops, livestock starved
4. amplifications: effects on business and industry, economic instability and poverty, low employment and/or money shortages, food shortages, starvation, social effects (hard times), political effects

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	3.5	
INAPPROPRIATE	3.5	7
ONE CATEGORY (1, 2 or 3)	4	
CATEGORY 2 (with inappropriate amplifications)	1	
CATEGORY 2 (with mixed amplifications)	3	
SEVERAL AMPLIFICATIONS (mixed)	9	17
CATEGORY 1 (with one or two appropriate amplifications)	2.5	
CATEGORY 2 (with one or two appropriate amplifications)	10	
CATEGORY 2 (with three or more appropriate amplifications)	2	
CATEGORIES 1 AND 2 (with mixed amplifications)	2	
CATEGORIES 1 AND 2	3.5	
CATEGORIES 2 AND 3	4	
CATEGORIES 1 AND 3	1.5	25.5
CATEGORIES 1 AND 2 (with one or two appropriate amplifications)	7.5	

3.0 SOCIAL-ECONOMIC DEVELOPMENT (Cont'd)
Grade 12 - Written Response (all level item)

CATEGORIES 1 AND 2 (with three or more appropriate amplifications)	9	
CATEGORIES 2 AND 3 (with three or more appropriate amplifications)	3.5	
CATEGORIES 1, 2 AND 3	6.5	
CATEGORIES 1, 2 AND 3 (with several appropriate amplifications)	24	50.5

COMMENTARY

Approximately 75 per cent of the grade 12 students are able to make worthwhile, but not interrelated, statements describing the "Dirty Thirties." The three major facets (time period, Depression, and climate/environment) are well understood and a wide variety of amplifications are mentioned. There are very few misconceptions--the major one being that World War II is a part of this time period. Some students speculate about parallels to present conditions and moralized about the future.

3.0 SOCIAL-ECONOMIC DEVELOPMENT

Grade 12 - Written Response (all level item)

What was Rupert's Land?

CONTENT CATEGORIES

1. territories granted to the Hudson's Bay Company
2. by the British Crown (Charles II)
3. in the 17th Century (1670)
4. named after Prince Rupert (first governor of the Company)
5. included all lands drained by the rivers flowing into Hudson Bay
6. miscellaneous descriptions of the land and its usage
7. area around Prince Rupert, B.C.
8. coastal regions, Maritimes, Islands

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	30	
INAPPROPRIATE	41	71
CATEGORY 5	1	
CATEGORIES 1 AND 2	2	
CATEGORIES 5 AND 6 (partially appropriate)	15	
CATEGORIES 1, 2 AND 5 (partially appropriate)	8	
CATEGORIES 1, 2, 4 AND 5	1	
FOUR CATEGORIES (mixed)	2	29

COMMENTARY

Response to this question is very poor. Of the 29 per cent of the students who offer some appropriate content, many answers are vague, incomplete and/or partially appropriate. Categories 7 and 8 (inappropriate) are added to the content inventory on the basis of student response. Also, many answers include flippant, facetious comments.

4.0 POLITICAL DEVELOPMENT

Grade 12 - Written Response

What were Lord Durham's two main recommendations following the 1837 Rebellions in Upper and Lower Canada?

CONTENT CATEGORIES

1. the unification of Upper and Lower Canada
2. responsible government, i.e., "the management of the peoples' affairs be given to an Executive Council having the elected Assembly's confidence"
3. a division of powers between the colonial and British governments, i.e., imperial authority should continue in such matters as colonial constitution, foreign relations and disposal of crown lands
4. submergence of the French Canadians into British culture and institutions

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	37	
INAPPROPRIATE	29	66
CATEGORY 1	11	
CATEGORY 2	3	
CATEGORY 3	1	
CATEGORY 4	2	
CATEGORY 1 AND ONE OR TWO INAPPROPRIATE STATEMENTS	5	22
CATEGORIES 1 AND 2	8	
CATEGORIES 1 AND 4	1	
CATEGORIES 2 AND 4	2	11

COMMENTARY

Only 11 per cent of the students are able to provide two main recommendations of the Durham Report. Among the misconceptions demonstrated are the following:

Lord Durham was an explorer, the intendant, the initiator of the BNA Act, an official of a trading company, the "peacemaker" of a (not specified) rebellion.

7.0 SOCIAL AND CULTURAL HISTORY OF WESTERN CANADA

Grade 9 - Written Response

In recent years many people have moved to Alberta from other parts of Canada. Give at least three reasons for this movement.

CONTENT CATEGORIES

1. many natural resources, e.g., oil and natural gas, agriculture
2. more jobs
3. less unemployment
4. higher wages
5. lower taxes, no sales tax
6. to escape restrictive legislation in other provinces, e.g., Quebec language requirements
7. to take advantage of long-range opportunities for prosperity, e.g., open businesses, secure their future and that of their families, higher standard of living
8. many company head offices, i.e., transfers
9. Alberta is gaining in power and influence, Heritage Trust Fund
10. nice place to live, e.g., beautiful scenery, fresh water, clean air, lots of room, friendly people, recreational facilities
11. good social services, e.g., for sick, elderly, handicapped, education

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students
NO RESPONSE	3 3
CATEGORY 1 AND ONE OTHER (varied)	10
CATEGORIES 2 AND 7	1
CATEGORIES 2 AND 10	1
CATEGORY 2 AND ONE OTHER (varied)	3
CATEGORY 3 AND ONE OTHER (varied)	1
CATEGORY 4 AND ONE OTHER (varied)	1

7.0 SOCIAL AND CULTURAL HISTORY OF WESTERN CANADA (Cont'd)
Grade 9 - Written Response

CATEGORY 5 AND ONE OTHER (varied)	1	
CATEGORY 6 PLUS ONE OR TWO OTHERS (varied, partially appropriate)	1	
CATEGORY 7 PLUS ONE OR TWO OTHERS (varied, partially appropriate)	1	
CATEGORY 10 PLUS ONE OR TWO OTHERS (varied, partially appropriate)	2	22
CATEGORY 1 AND TWO OTHERS (mixed)	20	
CATEGORY 2 AND TWO OTHERS (mixed)	12	
CATEGORIES 3 AND 5 AND ONE OTHER (varied)	2	
CATEGORY 3 AND TWO OTHERS (mixed)	2	
CATEGORY 4 AND TWO OTHERS (mixed)	1	
CATEGORY 5 AND TWO OTHERS (mixed)	1	
CATEGORY 9 AND TWO OTHERS (mixed)	1	
CATEGORY 10 AND TWO OTHERS (mixed)	1	
CATEGORY 1 AND THREE OTHERS (mixed)	15	
CATEGORIES 2 AND 10 PLUS TWO OTHERS (mixed)	2	
CATEGORY 2 AND THREE OTHERS (mixed)	4	
FOUR CATEGORIES (mixed)	1	
CATEGORIES 2 AND 10 PLUS THREE OTHERS	2	
FIVE CATEGORIES	6	
MORE THAN FIVE CATEGORIES (mixed)	5	75

COMMENTARY

This item is handled very well by the students. Only three per cent do not respond and 22 per cent give fewer than the three reasons required. Natural resources, more jobs/better pay and "a nice place to live" seem to be the most prevalent reasons. Lower taxes and long-range opportunities are also mentioned often. There are some misconceptions concerning prices, housing and the cost of living.

8.0 APPENDIX

Grade 6 - Written Response

What is the purpose of Remembrance Day?

CONTENT CATEGORIES

1. to honor those who fought, died or were wounded in World War I and II (including considerable detail vis-a-vis) poppies, date, Flanders Field, nature of ceremonies)

2. to commemorate all those who served their country in time of need

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	3	
INAPPROPRIATE	10	13
CATEGORY 1 (no details)	61	
CATEGORY 1 (with opinions about war, bravery and freedom)	9	
CATEGORY 1 (with details about poppies and Flanders Field)	8.5	
CATEGORY 1 (with mention of the date and poppies)	4.5	
CATEGORY 1 (with descriptions of observing Remembrance Day)	2	
CATEGORY 1 (with details about ceremonies and poppies)	2	87

COMMENTARY

Almost 90 per cent of the students show a considerable awareness about Remembrance Day. They do not employ the more abstract concept embodied in Category 2, but add many descriptive comments concerning the nature of the observances. This is, by far, the best answered question at this grade level.

8.0 APPENDIX

Grade 9 - Written Response

List two services which the bush pilots provided to Northern Canadian development.

CONTENT CATEGORIES

1. played a large part in opening up the North, exploration, aerial survey
2. first commercial airlines, i.e., carried mail, people, freight to distant locations
3. ran "mercy flights," e.g., food, blankets, warm clothing, medical aid in emergencies, acted as air ambulances, participated in search and rescue operations, sometimes even dropped fodder to starving animals
4. helped RCMP in tracking down criminals
5. assisted in forest fire detection and control, e.g., patrol, water bombing
6. assisted in recording the movements of wild animals, e.g., caribou, polar bear, seals
7. other: spraying insecticides, military and coast guard duty, "Wop" May

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	18	
INAPPROPRIATE	4	22
CATEGORY 1	4	
CATEGORY 2	15.5	
CATEGORY 3	3	
CATEGORY 5	3	
CATEGORY 6	.5	
CATEGORY 7	2	28
CATEGORIES 1 AND 2	6.5	
CATEGORIES 1 AND 3	1	
CATEGORIES 2 AND 3	12	
CATEGORIES 2 AND 5	6	

8.0 APPENDIX (Cont'd)
Grade 9 - Written Response

CATEGORIES 3 AND 5	8	
CATEGORIES 5 AND 7	1	
TWO CATEGORIES (mixed)	8	
CATEGORIES 1, 2 AND 3	1	
CATEGORIES 2, 3 AND 5	2.5	
THREE CATEGORIES (mixed)	3	
FOUR OR MORE CATEGORIES	1	50

COMMENTARY

Fifty per cent of the students were able to provide a complete response to this item (at least two content categories). Additional contemporary services, such as crop dusting and military surveillance are slightly off topic, but students demonstrate knowledge of the uses of small aircraft. On the other hand, few students emphasize the role of the bush pilot in Northern Canadian development.

8.0 APPENDIX

Grade 9 - Written Response

What is the significance of the Victoria Cross?

CONTENT CATEGORIES

1. the highest award given to members of the armed forces in the British Commonwealth
2. for outstanding bravery in the presence of the enemy, usually posthumously, very few awarded
3. named after Queen Victoria

PROFILE OF STUDENT RESPONSES

DESCRIPTION	% of Students	
NO RESPONSE	41.5	
INAPPROPRIATE	27.5	69.0
CATEGORY 1	2	
CATEGORY 2	7	
CATEGORY 3	1	
ONE CATEGORY (varied, appropriate) AND ONE OTHER (varied, inappropriate)	7	
CATEGORY 1 PLUS ONE OTHER (varied)	6	
CATEGORY 2 PLUS ONE OTHER (varied)	4	
TWO CATEGORIES (varied, appropriate) PLUS ONE OTHER (inappropriate)	1	
THREE CATEGORIES	3	31

COMMENTARY

Seven out of ten students do not know the answer to this question. Of the 31 per cent of the students who respond with something appropriate to the item there are very few complete answers. Most papers include considerable superfluous (often inaccurate) detail. It is possible that these students are engaging in guess work or that they are confused by the wording of the question, i.e., the choice of the word "significance."

It is interesting to contrast the level of difficulty on this item with the one on Remembrance Day for grade 6.

Comparisons of Multilevel Written Responses in History

Table 67

Comparison of Two Level Written Response Items in History:
"Describe three survival skills that the Indians taught
the new settlers in early Canada."

	% of Students	
Content	Grade 6	Grade 9
No Response	20	10
Inappropriate	5	--
One Category	17	29
Two Categories	28	48.5
Three Categories	28	2
Four Categories	2	9
More Than Four Categories	--	1.5

This item was well answered at both levels with some difference in range and distribution. Approximately ten per cent of the grade 9 students offered four or more content categories in their answers, as compared to two per cent in grade 6. Twenty-eight per cent of grade 6 students offered the three categories as called for by the item, in contrast to only two per cent in grade 9. The major misconception at both grade levels is the inclusion of contributions by the Indian peoples to white society which go beyond "survival."

Table 68

Comparison of All Level Written Response Items in History:
"What does the term 'Dirty Thirties' mean?"

	% of Students		
Content	Grade 6	Grade 9	Grade 12
No Response, Inappropriate	53.5	22	7
One Major Point (With Mixed Amplifications)	24.5	26	17
Two or Three Categories Or Amplifications (Some Inappropriate)	16.5	28	25.5
More Than Three Categories Or Amplifications	5.5	24	50.5

For this item, three major categories--time span, depression and climate/environmental problems were considered crucial to a knowledge of the "Dirty Thirties." Other attributes such as personal, social, political, and economic effects were considered amplifications. The majority of students responding to this item mentioned at least one of the three major categories.

Grade six students do very poorly on this item. Grade 9 students do better; most have one or more appropriate points to make. It is only with grade 12 students, however, that over 50 per cent are able to give an acceptable description of the "Dirty Thirties." The term "Depression" was more frequently used by grade 9 and grade 12 students than by those in grade 6. Drought and crop failure tend to be more familiar to the grade 6 students, indicating perhaps, that those students who are able to relate the Depression to the "Dirty Thirties" give a more comprehensive answer to this question. In addition, the number of misconceptions and inappropriate responses decreases rapidly from grade 6 to grade 9 to grade 12.

Table 69

Comparison of All Level Written Response Items in History:
"What was Rupert's Land?"

	% of Students		
Content	Grade 6	Grade 9	Grade 12
No Response	43	37	30
Inappropriate	36	34	41
One Category	14.5	19	1
Two Categories	5	5.5	17
Three Categories	1.5	4.5	8
Four Categories	--	--	3

There is little appreciable difference among the three grade levels in the numbers of no response and inappropriate answers. Of those students who offered some appropriate material in response to this item (21 to 29 per cent), there is a small improvement from grade 6 through to grade 12. For the most part, the students are not familiar with the name "Rupert's Land." The evidence suggests, however, that had they been questioned directly on the charter, activities, land area and historical significance of the Hudson's Bay Company, the results might have been quite positive.

Table 70

Comparison of All Level Written Response Items in History:
"What effects did the fur trade have on
exploration in Canada?"

	% of Students		
Content	Grade 6	Grade 9	Grade 12
No Response	24	14	5
Inappropriate	51	23	15
One Category	24	42	49
Two Categories	1	16	28
Three Categories	--	5	3

The proportions of no response and inappropriate answers decrease from grade 6 through to grade 12. Of the 25 per cent of the grade 6 students who responded to this question appropriately, most offered only one content category. They are not able to understand the relationships between the fur trade and exploration. Grade 9 students fare much better, but also exhibit a tendency to concentrate on only one aspect of the question. Grade 12 students show a basic understanding of the underlying relationships involved in this item, but tend to state generalizations without elaboration.

All Level (Multi-Grade) Results in History

The response rates for the majority of items show large improvements from grade 6 to grade 9 and from grade 9 to grade 12, with the exception of items in the Discovery and Exploration of Canada. Within the Political Development module, items on the Rebellions of 1837 show little significant change across grades. For three modules (Themes in Canadian History, Social and Culture History, and Appendix), as well as for questions on Confederation within the Political Development module, the improvement from grade 6 to grade 9 tend to be larger than the improvement from grade 9 to grade 12.

Specific items which show little change across grades include: the explorer who discovered Alberta, the first explorer to cross Canada, the Canadian hero at the Battle of Queenston Heights, the leaders of the 1837 rebellion, the meaning of the Canadian motto, the reason Canada entered World War II, and the reason for the beginning of Alberta's prosperous era in 1947.

The summary table below provides comparisons of the growth in knowledge about Canadian history over time.

Table 71

History All-Level (Multi-Grade) Averages: Percentages of Students Answering Common Items Correctly According to Content Module

Content Modules	Average Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
1.0 Discovery and Exploration of Canada			
1.4 Exploration West of the Great Lakes	37	37	32
2.0 Inhabitants and Settlers			
2.6 Settlement of the West	16	25	40
4.0 Political Development			
4.2 After the Seven Year's War	31	40	49
4.3 Rebellions of 1837	30	36	28
4.5 Confederation of Canada	29	41	54
5.0 Canada in World Affairs			
5.6 World War II (1939-1945)	33	46	61
6.0 Themes in Canadian History			
6.1 Social	76	91	94
6.4 International	53	72	88
7.0 Social and Cultural History of Canada			
7.1 Regional	49	64	71
8.0 General and Miscellaneous	38	50	60

Table 72

Canadian History: Response Rates for Multilevel Items

Content Module and Stem Item	Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
1.0 Discovery and Exploration of Canada			
1.4 Exploration West of the Great Lakes			
* The European explorer who discovered what is now known as Alberta was	25	25	21
* The first explorer to cross Canada from the Atlantic Ocean to the Pacific Ocean was	49	49	43
2.0 Inhabitants and Settlers			
2.6 Settlement of the West			
* The first permanent European Settlement in Western Canada was	16	25	40
4.0 Political Development			
4.2 After the Seven Year's War			
* At the Battle of the Plains of Abraham, the French troops were led by	32	37	50
* At the Battle of the Plains of Abraham, the British troups were led by General	42	57	69
* The Canadian hero at the Battle of Queenston Heights during the War of 1812 was	18	25	29
4.3 Rebellions of 1837			
* The leader of the Rebellion of 1837 in Lower Canada was	17	29	24
* The leader of the Rebellion of 1837 in Upper Canada was	43	43	31
4.5 Confederation of Canada			
* Confederation was the direct result of three conferences held at	12	21	32
* The provinces which were created by Confederation in 1867 were	27	45	54
* The first prime minister of Canada was	72	81	88

****

* Multiple Choice † Completion § Matching

Table 72 (Cont'd)

Content Module and Stem Item	Percent of Students Responding Correctly		
	Grade 6	Grade 9	Grade 12
† Canada's first prime minister was	31	67	68
† The four provinces created by Confederation in 1867 were	30	44	54
† A motto chosen for the Dominion of Canada at the time of Confederation reads, "A mari usque ad mare." The meaning of this Latin phrase is	11	5	12
† The written portion of Canada's constitution is the	18	27	68
5.0 Canada in World Affairs			
5.6 World War II (1939-1945)			
* Canada entered World War II in 1939 because	44	54	60
* On D-Day, June 6, 1944, Canadian troops landed on the beaches of	22	39	61
6.0 Themes in Canadian History			
6.1 Social			
† The three Prairie provinces of Canada are	76	91	94
6.4 International			
† The world's longest undefended border lies between which two countries	53	72	88
7.0 Social and Cultural History of Canada			
7.3 Regional			
* The two provinces which were created in 1905 were	49	64	71
8.0 Appendix			
8.7 General			
* The prosperous oil era for the province of Alberta began in 1947 with the discovery of	31	31	41
* Karen Kain achieved international fame in	36	58	69
† Name the three people who served as the last three prime ministers of Canada	47	60	71

****

* Multiple Choice † Completion § Matching

WRITTEN RESPONSE ITEMS: SUMMARY AND CONCLUSIONS

Citizenship

Grade 6

Items producing the most effective responses:

"Give two ways in which the growth of Canadian cities affects farm production."

"Why are oil, coal and gas called non-renewable resources?"

Items producing the least effective responses:

"What is the difference between an MLA and an MP?"

"What is Alberta's Heritage Trust Fund and how is it used?"

It is perhaps noteworthy that one of the questions receiving the best answers in this grade is an all level item, and both of the poorest answered questions are also all level items.

Grade 9

Items producing the most effective responses:

"What are three rights guaranteed to status Indians by the Canadian Government?"

"Why are oil, coal and gas called non-renewable resources?"

Items producing the least effective responses:

"What is the difference between an MLA and an MP?"

"What is Alberta's Heritage Trust Fund and how is it used?"

Again it can be noted that one of the questions eliciting the best answer at this grade is an all level item and both of the poorest answers are in response to all level items. They are, in fact, the same items as in grade 6.

Grade 12

Items producing the most effective responses:

"What are three of the requirements for Canadian citizenship?"

"Why are oil, coal and gas called non-renewable resources?"

Items producing the least effective responses:

"What are some of the controversies surrounding the Canadian Senate?"

"In our parliamentary system, what is a private member's bill?"

One of the best answered questions is an all level item. This coincides with the results in grades 6 and 9. (See all level response item comparision charts.)

There are six written response items in citizenship at the grade 6 level, four at grade 9 and eight at grade 12. The content modules receiving the best responses overall are: Resource Use and Conservation, Multicylturalism in a Bilingual Canada and Basic Terms and Concepts. The modules eliciting the poorest responses overall are: Practices of Representative Government, Economic Conditions and the Canadian Parliamentary System.

Geography

Grade 6

Items receiving the most effective responses:

"What happens when moist air is cooled quickly?"

"What are three results of water pollution?"

Items receiving the least effective responses:

"What are the Badlands of Alberta?"

"What were two jobs of the bush pilots?"

Grade 9

Item receiving the most effective response:

"Give two reasons why the Prairies are a major wheat producing area."

Items receiving the least effective responses:

"What has been the major political dispute between Alberta and Ottawa for most of the last decade?"

"Why are mining, lumbering and fishing known as primary industries?"

Grade 12

Item receiving the most effective response:

"From 1941 to 1971 the Canadian farm population decreased substantially, while the urban population increased considerably. What were the reasons for this phenomenon?"

Items receiving the least effective responses:

"What is meant by the diversification of Alberta's economy?"

"Describe three causes of regional disparity in Canada."

There are five written response items in geography in grade 6, four in grade 9 and eight in grade 12. The content modules eliciting the best answers overall are: Climate, Energy Sources, Agriculture and Settlement Patterns. The modules which are responded to least effectively are: Air, Natural Vegetation Regions, Mining, Resource Development and Regionalism. It should be noted that in grade nine and grade twelve there is only one item respectively which can be considered effectively answered. The other items (not cited) receive a mediocre level of response.

History

Grade 6

Items eliciting the most effective responses:

"Why did some prairie pioneers build sod houses?"

"What is the purpose of Remembrance Day?"

Items eliciting the least effective responses:

"What was Rupert's Land?"

"What effects did the fur trade have on exploration in Canada?"

It is interesting to note that both of the items which received the poorest responses are all level items.

Grade 9

Items eliciting the most effective responses:

"Describe three survival skills that the Indians taught the new settlers in early Canada."

"In recent years many people have moved to Alberta from others parts of Canada. Give at least three reasons for this movement."

Items eliciting the least effective responses:

"What was Rupert's Land?"

"What is the significance of the Victoria Cross?"

One of the items receiving the poorest response is the same all level question appearing in grade 6.

Grade 12

Items eliciting the most effective responses:

"What does the term "Dirty Thirties" mean?"

"Identify the significant effects on the Indian way of life brought about by early contact with European civilization."

Items eliciting the least effective response:

"What were the three major components of the National Policy of 1879?"

"What were the main features and purposes of the seigneurial system?"

One of the best answered questions here is an all level item.

(For further information on the all level items see the comparison charts.)

There are seven history written response items in grade 6, ten in grade 9 and seven in grade 12. The content modules which are answered best are: Inhabitants and Settlers, Social and Cultural History of Western Canada, Socio-Economic Development and the Appendix. The modules receiving the poorest responses are: Socio-Economic Development, Inhabitants and Settlers and the Appendix. Therefore, no clear cut pattern of the quality of responses emerges for history in terms of the content modules.

There are several general remarks which can be made about the written responses:

1. At all grade levels and for the majority of items, there are a few students who offer exceptionally good answers--complete and well-reasoned (approximately one per cent to three per cent). These papers stand in marked constrast to the bulk of the responses which could be described as poor to minimally adequate.

2. Students at all three grade levels and in all three content areas exhibit a tendency to have difficulty: staying on topic, i.e., responding to the questions as posed, using knowledge of specifics to support their generalizations, employing specialized vocabulary, and developing patterns of relationships over time and space.

3. There is also a tendency throughout to offer unsolicited interpretive and evaluative statements. These range from flippant or facetious comments, political, economic and social opinions, moral judgements, to speculations about future trends and conditions. Unfortunately, these responses are no better argued or supported than the content based generalizations. It may also be interesting to note that such observations are most frequent at the grade 12 level.

4. Students respond better in terms of both quality and quantity of content to those topics and issues which are contemporary, proximate, dealt with in the present program of studies or newsworthy.

5. The format of student responses exemplifies the various stages of cognitive development of students at 11, 14 and 18 years of age. This is particularly noticeable in the grade 6 answers where a narrative, associational mode is prevalent. Grade 9 and 12 students (especially grade 12) use many more generalizations in their reasoning.

CHAPTER 4

INTERPRETATIONS, CONCLUSIONS AND RECOMMENDATIONS OF THE MINISTER'S ADVISORY COMMITTEE

Limitations and Delimitations

During consideration of the results of the Canadian Awareness Project testing program, the Minister's Advisory Committee remained aware of certain limitations and delimitations which temper its interpretation and conclusions. These constraints are listed as follows:

1. Only knowledge and awareness in citizenship, geography and history are tested. The majority of test items require recall or recognition of specifics. Accordingly, the higher-level thinking skills required in developing or understanding relationships, problem-solving and making modern applications receive relatively little emphasis.

2. Attitudes and opinions held by students are not solicited. (However, readers of the main report will note the unsolicited beliefs and feelings of some students in the descriptive results from written response items.)

3. Communications skills are not assessed (see written-response section results in the main report).

4. Results reflect knowledge of concepts or facts which are not necessarily in any Alberta Curriculum (for example, facts which are not outlined in any Alberta Curriculum program of studies or curriculum guide).

5. Random sampling procedures were used in selecting students assumed to be representative of the populations attending school on the testing dates.

The numbers in the samples were sufficient to permit generalizing the results within known confidence limits: the probability was 19 in 20 that the results obtained were within five per cent (± 5%) of the true population values for grades 6 and 9, and (± 6%) for grade 12.

The grade 12 results were treated with additional caution since the response rates were lower than for grades 6 and 9. For grade 12, the results are generalizable to a population of students who remain in school throughout the year and tend to be regular in attendance, particularly when provincial non-credit tests are administered.

6. A further limitation relates to the degree of motivation which students appeared to bring to the test-taking task. The written response item results provided evidence that some students did not communicate all they might have known. Significant proportions in these groups appeared first at grade 9 and increased at grade 12.

Introduction

For purposes of reporting the Committee's observations and comments, the content areas (citizenship, geography and history) are examined by grade. This parallels the format used in the results sections of the report and provides the structure for reporting the Committee's assessments and reactions.

Performance by each grade is examined and noteworthy observations are made. Content modules or groups of items that are well answered are identified. The Committee cautions the reader that although a content module may have a high median, there are items within the module that are often not answered at an acceptable level. To further highlight student responses, some of the items that are well answered are identified.

In addition to the successes, some of the weaknesses or areas of concern are highlighted. Content modules or groups of items that are not well answered are identified. The Committee again cautions the reader that, although a content module may have a low median, there are items within the module that are often answered at an acceptable level. A significant number of items which are not answered at an acceptable level are identified.

Grade 6 Citizenship: Conclusions

The median for all grade 6 citizenship items is 34 per cent. The fact that only one-half of the students are able to score above 34 per cent indicates a low level of knowledge. In light of the cognitive development of most 11 year olds and the number of opportunities many children at that age would have to acquire the information, the results are within the expectations of the Committee. Two out of three items are not answered correctly by 50 per cent of the students. Significant exceptions (scores higher than 70 per cent) are as follows: the name of Alberta's Premier, the date of Alberta's entry into Confederation, the identification of Canada's capital, the recognition of the official languages of Canada and the identification of Canada's police force (RCMP). The better results accrued from items which are current and topical. However, it is of concern to the Committee that on a written-response item about the Heritage Trust Fund, 56 per cent of the students gave either inappropriate responses or no response.

The practices of representative democracy is the content module on which the students are most successful.

Grade 9 Citizenship: Conclusions

The median for grade 9 increased from grade 6 by five points to 39 per cent. The Committee is concerned with this minimal increase and generally expected better results from fourteen year olds.

The average response in the various content modules varies within a narrow range. There are neither exceptionally high nor exceptionally low scores. The Committee considers these results to be mediocre.

High scores are limited to a few specific items. Some of these are: the names of the federal parties and their leaders, the choosing of a cabinet, the protection provided by the Individual's Right's Protection Act, federal-provincial relations, regional disparity, the purpose of UNICEF and the importance of conservation. Once again, these items tend to be about topical or current issues often discussed in the media.

The Committee is dismayed that only one-third of the students could respond appropriately to an item on the freedom of the press. There is also a lack of ability to identify the people holding political leadership positions provincially (premiers, cabinet ministers).

As with grade 6 students, the grade nines are more successful in the module on the practices of representative democracy, indicating a retention of knowledge in this area.

Grade 12 Citizenship: Conclusions

The median for grade 12 students on all items is 49 per cent. The range of average responses to content modules is from approximately 30 per cent to approximately 60 per cent.

Highest scores are achieved in areas of basic terms and concepts, the Canadian political system and municipal government.

Lowest scores are recorded on the structure of the provincial legislative system. A very serious deficiency exists in the knowledge of parliamentary systems in Canada, at both the provincial and federal levels.

While the major concern is with the generally low performance of grade 12 students, there are some areas in which the lack of knowledge is particularly evident. Items on which the students scored less than 25 per cent deal with the following topics:

- responsible government;
- branches of the government;
- coalition government;
- lieutenant-governor;
- opposition party in Alberta;
- chief justice of the Supreme Court;
- BNA Act and the division of powers;
- provincial cabinet ministers;
- premiers of the provinces;
- Hansard.

Exceptions to the poor performance can be found on selected items that deal with factual information such as:

- leaders of the federal parties;
- party in power federally;
- leader of the Parti Quebecois;
- recognition of the Monarchy;
- definition of parliamentary government;

Concepts:

- pressure groups;
- constituencies;
- official Opposition;
- vote of non-confidence;
- back-bencher.

Issues:

- conservation;
- nuclear waste disposal;
- population growth;
- Canada's membership in world organizations.

Citizenship: Summary and Conclusions

1. While the levels of students' achievement are not high in grades 6 and 9, of greater concern to the Committee is the low achievement in grade 12.

2. Students at all three grade levels do not have an acceptable knowledge of citizenship. The deficiency is greatest in grade 12.

3. Students tend to perform better on items requiring knowledge of current or topical affairs.

4. Students at all levels lack a knowledge of important facts.

5. Areas of strengths and weaknesses tend to follow from grade 6 through grade 9 and grade 12.

6. Inadequacy of student knowledge is displayed on both written response and objective items.

Because students' lack of awareness about citizenship could result in their inability to perform duties as responsible Canadian and world citizens, this Committee is apprehensive.

Grade 6 Geography: Conclusions

The median of all of the items in grade 6 geography is 51 per cent. Students generally did better on objective items than on written response items.

Items dealing with matters with which students are familiar are well answered. Map questions on Western Canada are generally answered better than map questions on Canada. On map locations of Alberta, British Columbia and Edmonton, students obtained scores of over 90 per cent. The modules in which the students performed the best are: the location, size and boundaries of Canada and Alberta and the location of major Canadian cities. However, it concerns the Committee that the students' knowledge of geography is largely limited to Western Canada.

Student performance in the modules relating to structure and relief and to cultural groups is not acceptable. The specific items or groups of items that are poorly answered deal with the following topics:

- latitude and longitude;
- time zones;
- the largest island in Canada;
- natural barriers to transportation to the West Coast;
- the Great Divide;
- number of provinces in Canada;
- "landlocked".

There is a lack of knowledge about the location of resources and industries and of transportation and communication systems.

Grade 9 Geography: Conclusions

The median for all grade 9 items is 55 per cent. Students in grade 9 performed slightly better than students in grade 6 (55 per cent as compared to 51 per cent).

The modules in which student performance is high are: the location, size and shape of Canada, the location of major Canadian cities and climate. The items on which the results are high (over 90 per cent) deal with the location of North and South America and all the provinces of Canada except the Maritimes. Students are also able to identify the bodies of water bordering Canada, the Rocky Mountains, the Arctic Islands and several major Canadian cities.

Content modules which are not answered well are: the location, size and shape of Alberta, structure and relief, cultural groups, economic activity (especially forestry resources and manufacturing) and communications. Items on which the students scored less than 25 per cent deal with the following topics:

- time zones in Canada;
- "landlocked";
- drainage patterns in Western Canada and the Arctic;
- location of the Peace River;
- economic importance of furs;
- seigneurial system;
- associating several cities with their resource production;
- associating several cities with their industries;
- Yellowhead Highway;
- year-round eastern harbour;
- radio as a first form of electronic mass communication;
- Anik satellite.

Students do not show as much growth in geography knowledge from grade 6 to grade 9 as the Committee would have expected. The Committee is especially disappointed with the level of knowledge displayed in selected aspects of economic geography. On the positive scale, grade 9 students seemed to do well on some of the map work tasks and on questions about climate.

Grade 12 Geography: Conclusions

The median for all grade 12 items in geography is 59 per cent. The Committee believes that the overall performance of grade 12 students on geography test items is not acceptable. There are serious gaps in their knowledge about geography that are not appropriate for students about to graduate from high school.

However, there are areas in which the students did extremely well. Well answered modules include: the location, shape and size of Canada, the location of major Canadian cities, transportation, ecology, and the size of Alberta. Examples of items which were well answered are the map locations of provinces, among others. It is significant that 100 per cent of the students are able to locate the city of Edmonton on a map.

Content modules in which the results are unsatisfactory are: the soil regions of Canada, the vegetation regions of Canada, energy sources, manufacturing and communications. Items which are inadequately answered by a majority of students include:

- the location of the Peace River;
- use of the brown soil zone;
- identifying the most fertile soil;
- the size of Canada;
- identifying landforms of Alberta;
- locating lakes, rivers and drainage basins;
- locating some physiographic regions;
- identifying soil zones and types;
- the problem of industrial development on the tundra;
- locating population distribution and density;
- associating several Canadian cities with resource production;
- associating several Canadian cities with industries;
- identifying the CRTC and Anik satellite.

On written response items, students experienced difficulties with the comprehension of specific terms and in conceptualization. There is not enough elaboration and amplification given for these items.

Geography: Summary and Conclusions

Students at all three grade levels displayed a weak understanding of economic geography, demographic concepts and regional disparity. They had difficulty with factual and specific information. On the written response items, they had problems with understanding and using basic terms and generally answered in a minimal fashion. On the maps, broader areas of knowledge are better identified than the fine detail.

Canada's physical environment is characterized by its vastness, resources, landscape, land use, climate, population and the interrelationship of these components, among others. For this reason, the Committee believes that there is a need to develop a greater sense of awareness of these concepts in our younger citizens.

Grade 6 History: Conclusions

The median for all grade 6 history items is 39 per cent. The range of medians for individual modules is from approximately 30 per cent to approximately 50 per cent. The module at the upper level of the range is called Themes in Canadian History. The content module at the lower portion of the range is called Political Development.

Items on which students scored over 70 per cent are:

- shelter used by Plains Indians before the Europeans arrived;
- important animal hunted by early Prairie Indians;
- the first prime minister of Canada;
- organization established during World War II to maintain peace;
- identification of the three Prairie provinces.

Items on which students scored below 30 per cent are too numerous to mention. A few examples are:

- European explorer who "discovered" Alberta;
- origin of the North American Indians;
- name of the early French immigrants who came to Nova Scotia;
- the natural resource which first attracted Europeans to Canada;
- the first major oil discovery in Alberta;
- year of Confederation;
- written portion of Canada's Constitution.

Seventy-two per cent of the students are able to recognize in a multiple choice item the name of Canada's first prime minister. However, only 31 per cent were able to answer correctly the same question on a completion item.

In the opinion of the Committee, the results of this test are far from satisfactory.

Grade 9 History: Conclusions

The median for all grade 9 history items is 40 per cent. The range of medians for the modules is from approximately 20 per cent to approximately 50 per cent. The module with the highest median is called Themes in Canadian History. The module with the lowest median is called Discovery and Exploration of Canada.

Isolated items are, however, well answered, e.g., Terry Fox, Alberta's floral emblem, two provinces created in 1905, "last spike," original name of Fort Edmonton, three Prairie provinces, among others.

Examples of items, among others, which are poorly answered deal with the following topics:

- founding of Quebec;
- exploration of what is now Alberta;
- person responsible for the establishment of the Red River Settlement;

- definition of a township;
- national policy of Sir John A. Macdonald;
- Palliser expedition;
- seigneurial system;
- United Empire Loyalists;
- freight rates (Crowsnest Pass Agreement);
- oil boom in Alberta;
- longest serving Canadian prime minister;
- leaders of the French and British forces at the Plains of Abraham;
- written portion of Canada's Constitution;
- Canada's Motto;
- Treaty Number Seven;
- "Wop" May;
- Statute of Westminster;
- selected aspects of World War I and World War II;
- first premier of Alberta.

Some of the items above that are poorly answered deal with important Canadian history concepts and the Committee is perturbed by these results.

Grade 12 History: Conclusions

The median for all grade 12 history items is 39 per cent. The range of medians for the individual modules is from approximately 30 per cent to approximately 50 per cent. The module with the highest median is called Themes in Canadian History. The module with the lowest median is called Social and Cultural History of Western Canada.

Examples of items which are well answered (over 70 per cent) deal with the following topics:

- recent political refugees;
- 18th Century Hudson's Bay Company rival;
- British General at the Plains of Abraham;
- first prime minister of Canada;
- name of the government owned railroad;
- Constitutional Act 1791;
- three Prairie provinces;
- Chinooks;
- Canada and United States border;
- last three prime ministers;
- Alberta's and Saskatchewan's confederation date.

As indicated by the above list, relatively few of the items on the history test are answered correctly by as many as seven in ten students. Even in these cases, the response level is not always judged to be adequate. For example, the Committee feels more students should have known the identity of the British General at the Plains of Abraham. There are many other items of equal concern.

There are many more poorly answered questions (below 25 per cent) than well answered questions. Some of these items relate to:

- selected explorers;
- selected aspects of settlement;
- Riel Rebellion (1885);
- Canada's motto;
- 1849 Annexation Manifesto;
- 1837 Rebellions;
- Upper and Lower Canada;
- Brébeuf;
- Company of 100 Associates;
- "On-to-Ottawa" march;
- Palliser expedition;
- Statute of Westminster;
- 1919 'flu epidemic.

The median of 39 per cent indicates a decided lack of factual knowledge of Canadian history. This absence of knowledge helps to explain most students' inability to support their opinions on written response items. For students in this age group, this level of knowledge is definitely not satisfactory.

History: Summary and Conclusion

In light of Canada's unique and exciting history, this Committee is sharply disappointed with the overall results of the history tests. Furthermore, to the extent that factual historical knowledge could inhibit a person's ability to develop a sense of national identity, the Committee is dismayed at the level of knowledge indicated by the results. The Committee believes that a firm knowledge of one's national history (set in a world context) can greatly encourage a sense of justifiable pride in one's country. Greater historical knowledge can only lead to that end.

The Committee is disappointed that the median of students responding correctly is only 39 per cent for grade 6, 40 per cent for grade 9 and 39 per cent for grade 12. In the opinion of this Committee, students at all levels lack an adequate knowledge base in Canadian history to enable them to deal with current social and political issues.

General Conclusions

The Committee believes that factual knowledge, skills and attitudes are basic components of being a good citizen. The Terms of Reference of this project limit the study to an assessment of a knowledge base. The Committee views such a knowledge base as essential.

The tests were designed to measure only the knowledge level that students could have about Canadian history, geography and citizenship. Test items reflect a sample of the possible questions that could have been asked.

The Committee acknowledges that the amount of factual knowledge students possess is determined by many factors: home life, institutions (church, school, organizations), peer groups, the media, traditions and travel, among others.

Although the disciplines are interrelated the Committee treated history, citizenship and geography as separate disciplines. However, the Committee views these disciplines as being interrelated. The reader is referred to page 31 for previously mentioned additional limitations and delimitations.

General conclusions are as follows:

1. The Committee is heartened to note there is a minority of students whose level of awareness is admirable. Other young citizens should be encouraged to aspire to that higher level of awareness.

2. The Committee concludes that more young citizens should have a higher level of Canadian awareness than was demonstrated in this project.

3. The Committee expected indications of more growth from grade to grade on common test items (see the all level results in Appendix 2).

4. The written response items were not as effectively answered as the Committee expected (see Appendix 3).

Recommendations

It is recommended that:

1. interested parties (government departments, organizations and individuals, among others) evaluate their potential roles in heightening Canadian awareness in all its aspects. All citizens, including their elected and appointed officials, must accept their responsibilities in this area;

2. an examination of all curricula be undertaken to determine the extent to which Canadian awareness (as assessed by the Committee) is prescribed;

3. if a review of the curricula reveals inadequate Canadian content, appropriate modifications be made;

4. an examination of the processes by which the content of the Social Studies curriculum is delivered be undertaken;

5. judicious consideration be given to the advisability of replacing the Social Studies curriculum in order to give due emphasis to Canadian history, geography and citizenship;

6. an examination be made of the teacher education programs in the province to assess their adequacy in preparing all teachers to take leadership roles in heightening Canadian awareness;

7. Canadian Awareness Tests be administered to a sample of grades 6, 9 and 12 students in the province of Alberta during the 1984-85 school year;

8. test items not required for future testing be made available to the Student Evaluation Branch;

9. this report, along with its recommendations, be distributed to as many interested parties as is feasible;

10. all citizens consider the implications of these results for Canada, which must continue to function in an increasingly interdependent world. The time for renewal is now.

Closing Comment

"A person's feet ought to be firmly placed on his own land but his eyes should survey the world."

Note: The Committee is aware that the Social Studies Curriculum has been revised with increased emphasis on Canadian content.

A P P E N D I X

Terms of Reference

of the

Minister's Advisory Committee

for the

Canadian Awareness Project

Item Inventory: Field Tests and Final Test Forms

APPENDIX

Terms of Reference

The terms of reference as set out by the Minister are as follows:

4(1) The Minister's Advisory Committee shall have responsibility for specifying guidelines, supervising, and reporting with respect to the following assignments, based on the advice of the test development technical committee under section 5:

(a) developing the blueprint (including the objectives to be tested and their relative weight within the test or tests constructed) for testing the knowledge and understanding evidenced by a sample of elementary, junior and senior high school students with respect to:

(i) the historical development of Canada, including specifically Alberta,

(ii) elements of Canadian human, physical, and political geography, including the influence of geographic factors on historical developments in Canada,

(iii) the historical and geographical influences shaping Alberta's provincial development and the province's relationships nationally and internationally,

(iv) the functioning of political systems, including the structures of government, within Canada, and

(v) the rights, privileges, duties, and skills of responsible citizenship,

(b) setting a testing plan resolving the matters of:

(i) the technology to be used in designing, administering and scoring the tests,

(ii) the specific sampling technique to be employed,

(iii) means and criteria for validating objectives and items for use at specific grade levels,

(iv) setting any standards of achievement at the several grade levels, including identifying what knowledge is appropriate to which grade level, and

(v) the extent, if any, to which the same objectives (and perhaps even items) might be tested at the several grade levels,

(c) approving the format and content of the tests,

(d) reviewing for comment, endorsation, and transmittal a summary report of the project, including objectives, procedures, analysis and interpretation of results, and comments and recommendations relative to use of any of the project materials in decisions on curriculum, instruction, and testing,

(e) monitoring the work of the test development technical committee and through it any seconded and or contracted researchers, and

(f) undertaking such other tasks as might be required to complete the project.

(2) The testing program under subsection (1), shall be pre-instructional, testing general knowledge and understanding in the areas specified in subsection (1), and need not relate to the present Alberta social studies curriculum or the content of new social studies units currently under development.

(3) Clerical, editorial and production services to the Committee shall be provided by the Planning and Research Branch of the Department of Education.

5(1) The Committee shall have the assistance of a test development technical committee which:

(a) shall be comprised of Alberta Education staff and an external consultant,

(b) shall assist the Committee with respect to the items specified in section 4,

(c) subject to the approval of the Committee, may conduct all or part of the project work through the Committee itself, through secondment or other arrangements with the Department of Education as approved by the Director of Planning and Research, through contracted work, or through a combination of one or more of these methods, and

(d) shall make regular reports to the Committee on the progress of the project, and shall prepare a final report for consideration and transmittal by the Committee to the Minister.

(2) Subject to section 4, the Committee shall prescribe, monitor, and review the work of the test development technical committee.

Table 1

Item Inventory
Field Tests and Final Test Forms

Area	Grade	Multiple Choice		Completion		Matching		Written-Response		Totals	
		Field Tests	Final Tests	Field Tests	Final Tests	Field Tests	Final Tests	Field Tests	Final Tests	Field Tests	Final Tests
Citizenship	6	101		24		0		4		129	
	6		77		30		13		6		126
	9	127		33		12		9		181	
	9		102		24		13		6		145
	12	106		26		36		44		212	
	12		89		17		17		11		134
TOTAL		334	268	83	71	48	43	57	23	522	405
Geography	6	107		94		70		27		298	
	6		91		42		75		5		213
	9	103		18		58		14		193	
	9		58		35		79		3		175
	12	45		21		41		29		136	
	12		36		5		74		8		123
TOTAL		255	185	133	82	169	228	70	16	627	511
History	6	116		78		0		32		226	
	6		70		33		0		7		110
	9	145		121		100		35		401	
	9		104		47		35		9		195
	12	167		61		73		48		349	
	12		130		21		22		8		181
TOTAL		428	304	260	101	173	57	115	24	976	486
GRAND TOTAL		1,017	757	476	254	390	328	242	63	2,125	1,402